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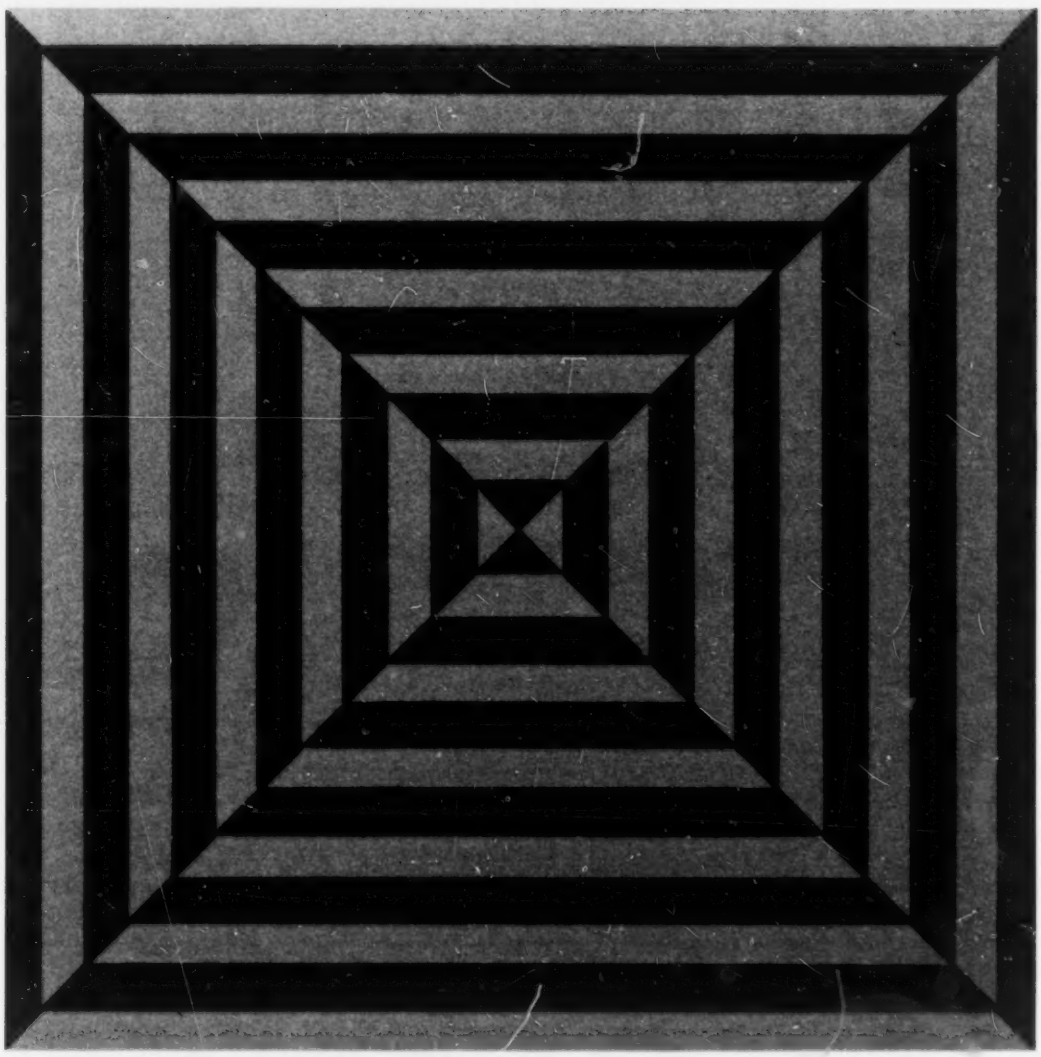
CAMPUS TRENDS, 1985

Elaine El-Khawas



HIGHER EDUCATION PANEL REPORT NUMBER 71

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American Council on Education

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

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The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. Higher Education Panel Reports are designed to expedite communication of the Panel's survey findings to policy-makers in government, in the associations, and in educational institutions across the nation.

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Elaine El-Khawas

Higher Education Panel Reports
Number 71 February 1986

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BACKGROUND AND HIGHLIGHTS

This report offers findings from the second in a series of surveys of Campus Trends. These surveys are designed to provide timely information on changes taking place in the policies and practices of American colleges and universities.

For this second report, campus actions on curricular change are given major attention along with early campus responses to national reports calling for education reform. This report also examines faculty hiring practices, perceptions about institutional status, college linkages with business and industry, changes in enrollment, and the use of long-range planning and other administrative practices. Major highlights include:

- The recent national reports on higher education are being discussed on the nation's campuses. As of summer 1985, 6 in 10 institutions reported discussions among senior administrators, 45 percent reported discussions in faculty meetings, and 24 percent reported discussions in meetings of their boards.

- Campus officials identified a variety of areas where changes are already being planned in response to the reports. Two related themes are drawing the greatest attention: the need to measure student learning and to emphasize the competencies that students should gain through their studies.

- Curricular change continues to occupy center stage on the nation's campuses. More than 80 percent of responding colleges and universities were currently reviewing the curriculum or had recently done so.

- Almost all of these reviews involved attention to mathematical or computer-related skills, writing or such other competencies as communication and reasoning.

- Half or more of the four-year institutions are currently considering increased attention to international matters and foreign language study. There also is new attention to values or ethics: 61 percent of baccalaureate colleges and 54 percent of universities reported this as a topic currently being discussed.

- About 4 in 10 colleges have experienced sizeable enrollment changes during the 1980s. The most notable changes involved shifts away from full-time students and toward part-time and older students. Also striking is the evidence of significant increases in commuter students and foreign students.

- Fully 21 percent of institutions reported a net loss in faculty positions compared to a year earlier. However, 32 percent of colleges reported no change and almost half (48 percent) reported a net gain in faculty positions.

- Only 45 percent of institutions reported that the level of faculty compensation was better today than several years ago. Another 15 percent reported that faculty compensation was worse today.

- Most colleges hired new faculty during 1984–85, and were about as likely to hire faculty in term or contract positions as in tenure-track positions.

- About 1 in 4 institutions reported that they had retrenchment procedures underway to cut back on the number of faculty. Close to half said they had procedures to retrain faculty for changing program needs.

- Almost all of the nation's colleges and universities have procedures in place for long-range planning (87 percent) and for program review (83 percent). Regular monitoring of student attrition is also widespread (86 percent). More than half of the institutions have developed procedures for systematic faculty planning.

- Close to half of the nation's colleges and universities have at some time completed an analysis of the economic impact of their institution on their state or surrounding community.

- Campus use of personal computers appears to be growing. Close to half of colleges and universities now offer writing courses that are based on microcomputer use.

- Among the nation's colleges and universities, almost all have formal links with the corporate community. About two-thirds of these institutions offered courses, both credit and noncredit, for business employees on company premises.

- Close to half of the institutions reported participation in partnerships with business to foster state or regional economic development. About 4 in 10 institutions reported that they were active in partnerships with the business community to assist the high schools in their area.

METHODS

The Higher Education Panel forms the basis of an ongoing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct specialized surveys on topics of current policy interest to the higher education community.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. Institutions were drawn from the more than 3,200 colleges and universities listed in the National Center for Education Statistics' *Education Directory, Colleges and Universities*. All institutions in the population were grouped according to the Panel's stratification design, which is based primarily upon institution type, control, and size. For any given survey, either the entire Panel, a half-sample or an appropriate subgroup is used.

The survey operation is dependent upon a network of campus representatives who, through their presidents, have agreed to participate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus official for response.

The sample for this study consisted of 468 two-year colleges, four-year colleges and universities in one of the half-samples. Specialized religious institutions (such as rabbinical seminaries) were excluded. The questionnaire (see Appendix A) was mailed on May 30, 1985, with the request that it be completed by the academic vice-president or another senior official with a broad view of the institution. After a series of mail and telephone followups, 398 responses were received or 85 percent of those surveyed. Actual respondents included: provosts, deans, or academic vice presidents: 33 percent; assistant or associate academic vice presidents (or deans): 28 percent; presidents: 12 percent; and other: 27 percent.

Data from responding institutions were statistically adjusted to represent 2,623 four- and two-year colleges and universities. This adjustment means that the report's findings can be interpreted as generally representative of all two-year and four-year colleges and universities across the country. The technical notes (see Appendix B) contain a description of the stratification design, the weighting methodology and a comparison of respondents and nonrespondents.

FINDINGS

During 1984–1985, the nation's colleges and universities were the focus of several national reports calling for curricular reform. This survey shows that these reports have not gone unheeded: indeed, campus administrators can identify a variety of topics on which changes are being discussed. Especially notable is the evidence of strong interest in ways to assess student learning. The survey also documents that, apart from the reports, a widespread process of curricular review and change is taking place on the nation's campuses.

Other survey results make it clear that college administrators are beset with some basic challenges in the mid-1980s, including shifts in enrollment, low faculty compensation, changing program needs, poor preparation levels of entering students, and pressures to maintain adequate library and computer resources to support their academic programs.

Detailed tables appear at the end of the text.

Response to National Reports

Survey results document that the recent national reports on higher education are being discussed quite widely on the nation's college campuses. Such discussions have most often involved faculty and senior administrators; in some instances, they have included a college's board of trustees (see Table 1). As of summer 1985, 6 in 10 institutions reported discussions among senior administrators, 45 percent reported discussions in faculty meetings, and 24 percent reported discussions of the reports in meetings of their boards.

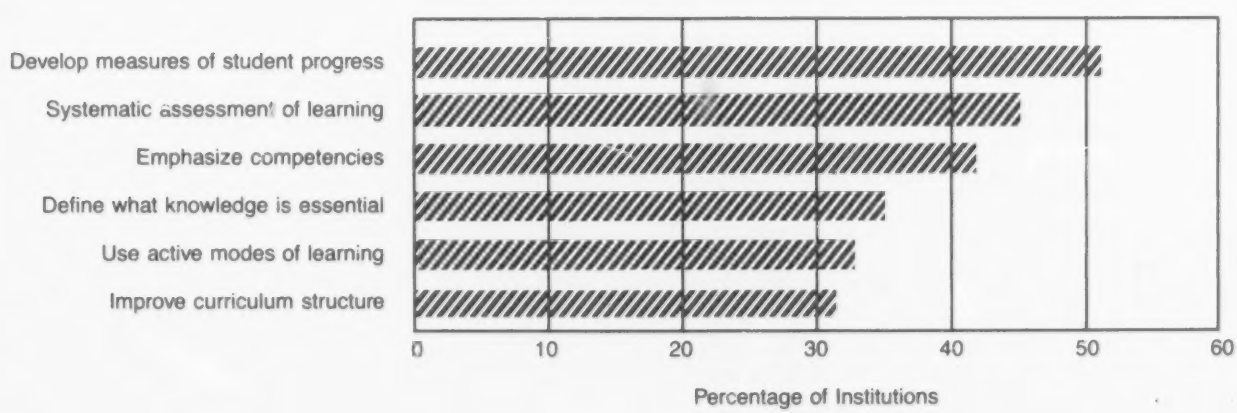
This survey captured early responses, certainly, but it suggests that the various reports may have significant impact. About 1 in 4 institutions reported that changes are being discussed in response to the reports. Others—ranging up to half of institutions—said that some recommended practices are already in place (see Table 2).

Figure 1 summarizes the recommendations receiving the most attention from the reports issued by the National Endowment for the Humanities, the Association of American Colleges, and the National Institute of Education. Two related themes are drawing the greatest attention: the need to measure student learning and to emphasize the competencies that students should gain through their studies. Two AAC recommendations—to prepare graduate students for teaching and to give equal importance to teaching and research in evaluating faculty—have received considerable attention by universities (see Table 2).

Notably, a good many institutions reported that they already have in place several of the recommended practices (Table 2). More than half already have their best faculty teach core courses, for example, and close to half give major emphasis to the freshman year.

The combination of responses—those actively considering a change and those already having appropriate practices—gives an indication of the likely contours of the college curriculum in the near future. Combining the two responses, for example, it can be seen that 82 percent of the nation's colleges and universities support a new emphasis on academic competencies and 73 percent agree on the importance of

FIGURE 1
Report Recommendations
Receiving the Most Discussion



well-defined statements of what knowledge is essential to an undergraduate education.

Baccalaureate colleges are notable for the major extent to which they already follow many of the recommendations. Thus, 7 in 10 baccalaureate colleges already require two years of liberal arts coursework, 2 in 3 have their best faculty teach core courses, and more than half give emphasis to freshman year experiences.

Among universities, about half already require two years of liberal arts for all students and already assign strong faculty to teach core courses. A good proportion of universities (17 percent and 27 percent, respectively) are discussing possible changes in these areas.

Although the recent reports have been criticized for neglecting the special circumstances of community colleges, survey responses show that certain recommendations are quite applicable. Thus, one in three community colleges reported that they already make systematic assessment of student learning and another 44 percent reported that this is being discussed. Close to half of the community colleges are discussing ways to emphasize analysis, communication and other competencies.

Table 2 also reports early reactions of four-year institutions to several recommendations about teacher education, issued by the National Commission for Excellence in Teacher Education in 1985. About one in four institutions are discussing ways to impose more rigorous admissions requirements; similar proportions are discussing ways to develop programs to attract minority students into teacher education. Baccalaureate colleges appear to be particularly responsive to the report's recommendation that teacher education be made a campus-wide responsibility: about one in five are discussing this recommendation, and about half already do so.

Changes in the Curriculum

Curricular change continues to occupy center stage on the nation's campuses. More than 80 percent of responding colleges and universities were currently reviewing the curriculum or had recently done so (see Table 3).

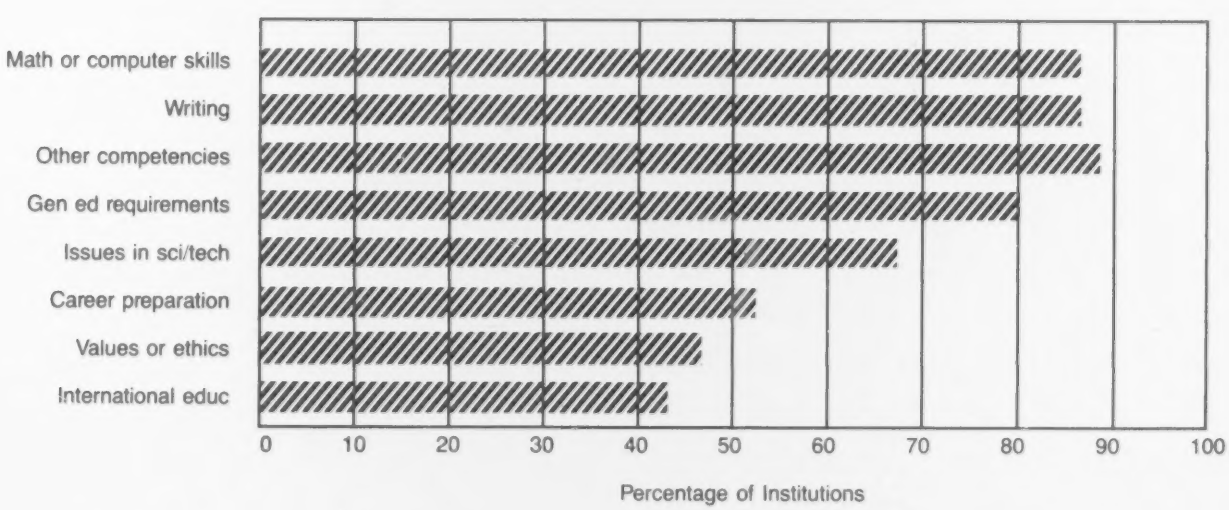
Receiving major emphasis in the reviews that are currently underway are the skills or competencies to be gained from college study (see Figure 2). Almost all of these reviews involved attention to mathematical or computer-related skills (86 percent), writing (86 percent) or such other competencies as communication and reasoning (88 percent).

General education requirements still occupied attention at most institutions (80 percent) although not as widely as last year (87 percent, as reported in *Campus Trends, 1984*). A new area of attention involves issues in science and technology: two-thirds of institutions reported that they currently are looking at such issues as they relate to the curriculum.

Some distinctive differences can be seen between two-year and four-year institutions (see table 3). Half or more of the four-year institutions are currently considering increased attention to international matters and foreign language study. There also is new attention to values or ethics: 61 percent of baccalaure-

FIGURE 2

Areas of Curricular Review, 1985
(Percent currently considering each topic)



ate colleges and 54 percent of universities reported this as a topic currently being discussed. Two-year institutions, in contrast, are giving greater emphasis to career preparation: 65 percent of the two-year institutions are considering ways to give greater curricular attention to career preparation, compared to 45 percent of baccalaurate colleges and 30 percent of universities.

Despite these differences, the general pattern is impressive: widespread review of the curriculum continues, with both two-year and four-year institutions giving special attention to the general education component of the curriculum and the skills or competencies that students should acquire through their studies.

Changes in Enrollment

Most of the information on enrollment changes among America's colleges and universities is reported either for the nation as a whole or for a particular institution. The national picture in recent years has been one of relative stability: overall enrollment from 1981 to 1984 has remained at about 12.4 million students.

The information shown in table 4 gives another view: this shows the pattern of change over the last four years by type of institution and by various characteristics of students. Two general observations seem appropriate:

First, despite little enrollment change in the aggregate, a good many colleges have experienced major changes in their enrollment. About 4 in 10 institutions reported significant changes over four years, a relatively short period of time for monitoring enrollment change. As expected, the most notable changes involved shifts away from full-time students and toward part-time and older students. Also striking is the evidence of significant increases in commuter students and foreign students, as reported by about one in five institutions.

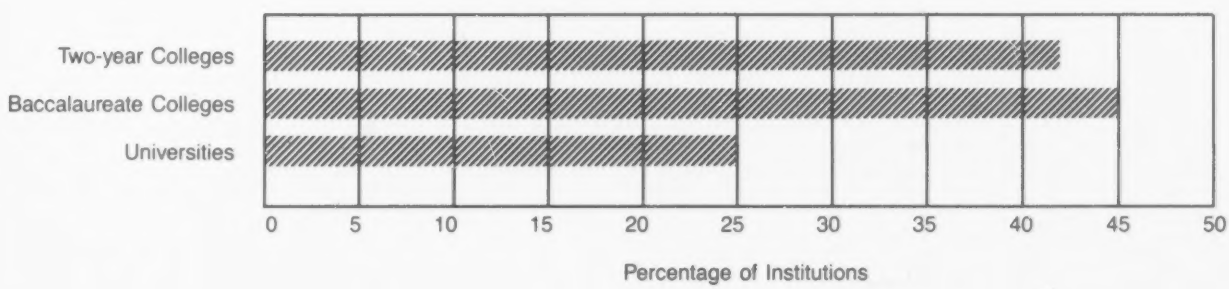
For baccalaureate colleges, the most striking change was in part-time students: close to half (45 percent) reported significant increases in part-time enrollment (see figure 3) and 33 percent reported significant increases in commuter students.

Second, American higher education remains remarkably diverse. For each student characteristic, some colleges reported net gains while others reported net decreases. Among two-year institutions, for example, where the dominant trends involve increasing part-time and older students, at least one-third of these institutions reported significant increases in full-time students over the past four years. So too, although 1 in 5 baccalaureate colleges and universities reported significant decreases in full-time students, as many as 32 percent of baccalaureate colleges and 25 percent of universities reported significant gains in full-time enrollment.

Interesting, too, in this regard, are the changes that were reported in the academic ability of entering students: although 12 percent of all institutions reported significant erosion, another 21 percent said they had experienced significant gains.

It is difficult to interpret the study's results regarding hispanic and black students (see table 4), in light of reports that minority enrollment has decreased recently. Results here show that a small proportion of institutions (14 percent) made gains in minority enrollment over the four-year period while only a few experienced decreases. Because the survey sought information for a four-year period, results may understate recent experience.

FIGURE 3
Colleges Reporting Increased
Part-time Enrollment
Over the Past Four Years



Changes in Faculty

The study's results regarding faculty hiring practices also reflect a diversity of experience among colleges and universities. Fully 21 percent of institutions reported a net loss in faculty positions compared to a year earlier. This represents a very sizeable decline. The contrast is also striking, however: 32 percent of colleges reported no change and almost half (48 percent) reported a net gain in faculty positions. These net gains were reported by higher percentages of baccalaureate colleges and universities than by two-year institutions (figure 4). This may reflect the special budgetary pressures felt by many two-year institutions recently.

Most colleges hired new faculty during 1984–1985, and were about as likely to hire faculty in term or contract positions as in tenure-track positions (see Table 5). There also is an extensive use of part-time faculty: 39 percent of institutions reported that part-time faculty were used in more than one-fourth of courses. This was true of only 24 percent of baccalaureate colleges and 22 percent of universities, however, in contrast to 55 percent of two-year colleges.

About 1 in 4 institutions reported that they had retrenchment procedures underway to cut back on the number of faculty (see Table 5). As another strategy, close to half of the institutions said they had procedures to retrain faculty for changing program needs; this was especially typical at two-year institutions (reported by 52 percent), compared to baccalaureate colleges (29 percent) and universities (42 percent).

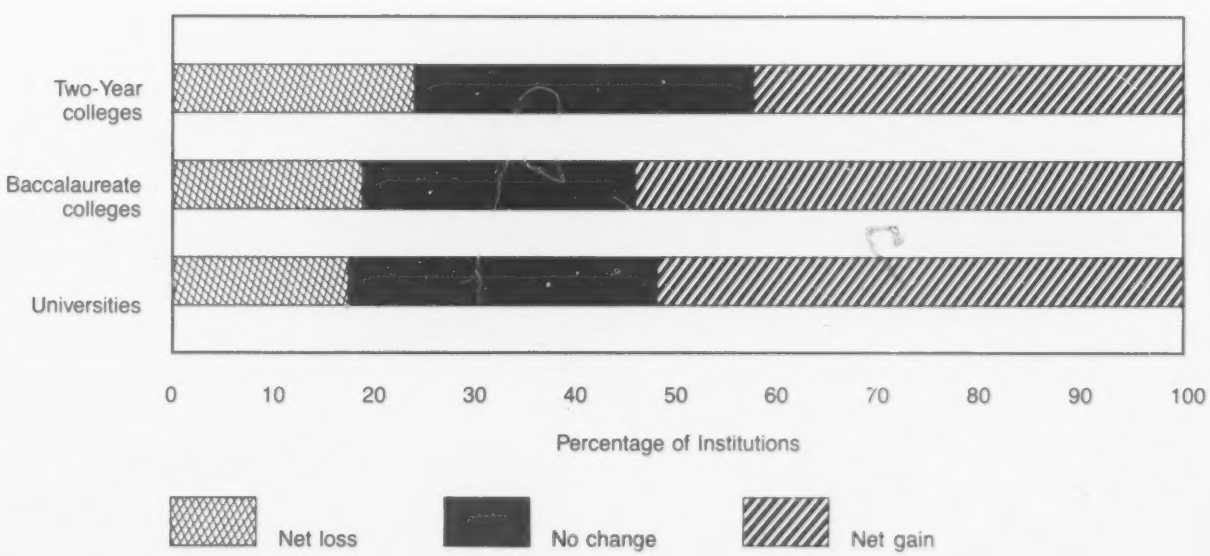
Table 6 reflects changes in the profile of faculty due to the cumulative impact of hiring practices over the past five years. Part-time faculty have increased, especially at two-year institutions. Some increases in full-time faculty are also noted, more so at baccalaureate colleges than at other types of institutions.

Notably, about 1 in 5 institutions reported gains in the representation of women faculty during the last five years (see Table 6). However, very modest progress was reported in improving the percentage of minority faculty: only 12 percent of institutions reported any gains. In fact, the figures for baccalaureate colleges show almost as much erosion in the representation of minority faculty (5 percent) as gain (8 percent) during the last five years.

In view of the rising average age of college faculty today, there has been concern that older faculty will be reluctant to retire and, in particular, will increasingly opt to stay on until age 70 or beyond. This survey suggests that there has been no significant change in this regard as of mid-decade: only 6 percent of institutions reported an increase in the number of faculty over the age of 65; another 7 percent of institutions reported a significant decrease in the percentage of their faculty who are over 65. It can be noted, however, that 10 percent of universities reported a significant increase in the number of faculty over 65.

Table 7 shows expected changes in faculty over the next five years, differentiated by broad subject areas.

FIGURE 4
Change in Faculty Positions
Compared to a Year Earlier



A predictable pattern emerges: more than half of the nation's colleges and universities expect to see significant increases in their faculty in computer and information sciences (including 73 percent of universities), and about 4 in 10 expect significant increases in business faculty. Notably, half of baccalaureate colleges expect an increase in business faculty, a proportion that is higher than that given by other institutions.

Relatively few other subject areas are mentioned as likely to experience significant faculty growth. This may reflect the difficulties of making such predictions by subject area. Two other areas—engineering and mathematical sciences—were mentioned by more than one-quarter of universities. Vocational-technical fields were mentioned by about 3 in 10 two-year institutions. The health professions were mentioned by 16 percent of institutions.

Administrative Policies and Practices

Figure 5 summarizes responses regarding a number of administrative practices used by academic institutions today. The survey findings attest to a general move on the nation's campuses toward systematic planning and procedures. Thus, as of 1985, almost all of the nation's colleges and universities have procedures in place for long-range planning (87 percent) and for program review (83 percent). Regular monitoring of student attrition is also widespread (86 percent). More than half of the institutions have also developed procedures for systematic faculty planning, which may involve analysis of expected changes in faculty hiring, tenure rates, retirements, or other matters.

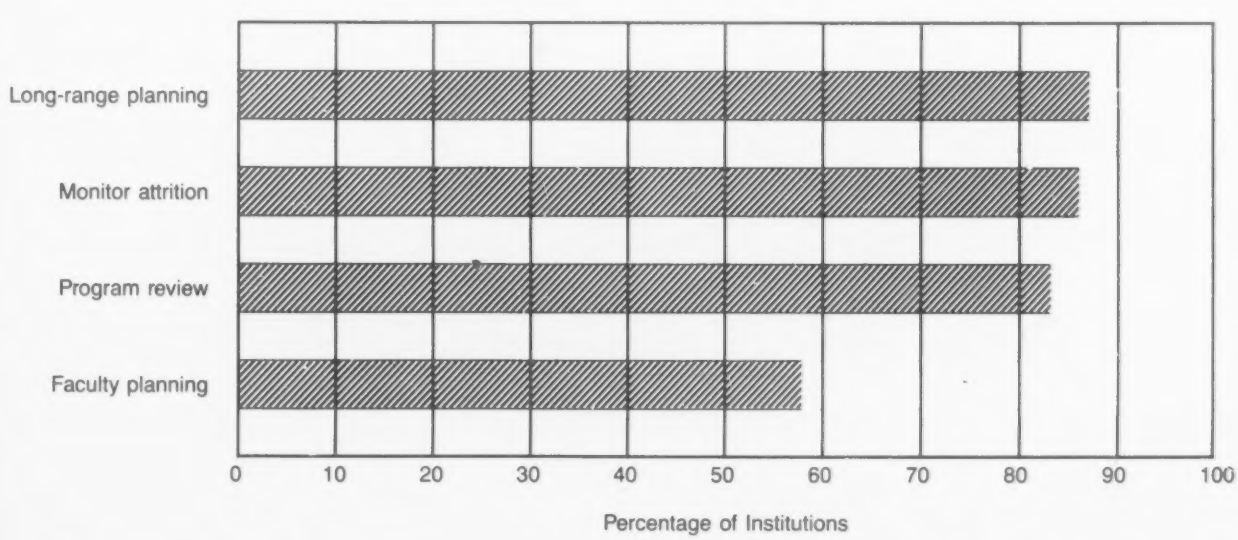
Notably, close to half of the nation's colleges and universities have at some time completed an analysis of the economic impact of their institution on their state or surrounding community (see Table 8). This was particularly so for universities (57 percent) and two-year institutions (45 percent) and less true of baccalaureate colleges (37 percent did so).

Campus use of personal computers appears to be growing. As Table 8 shows, close to half of colleges and universities now offer writing courses that are based on microcomputer use. In contrast, very few institutions—5 percent, overall—require all students to have microcomputers.

Questions were also asked about current practices in making appointments in academic administration. As Table 9 shows, about half of the institutions appoint their academic deans or provosts to a stated term of appointment, usually involving one year. Almost all such positions are subject to formal performance evaluation. About half of the institutions offer sabbatical leave for such positions.

There were differences across institutions on the issue of whether tenure can be granted when persons new to the institution were appointed as academic dean or provost. Among universities, more than half

FIGURE 5
Administrative Practices of
Colleges and Universities, 1985



(55 percent) have such a practice. In contrast, only 1 in 10 baccalaureate colleges or two-year colleges have such a practice.

Ties with Business and Industry

Among the nation's colleges and universities, almost all have formal links with the corporate community (see Table 10). Fully 85 percent of these institutions have joint meetings or advisory panels that include corporate officials. Most (75 percent) also have programs by which equipment is loaned, donated or shared between the college and corporations. Scholarship or loan programs were another very typical form of collaboration, reported by 63 percent of colleges and universities. Also, 65 percent of the universities reported that they received financial support from business and industry for research.

A substantial degree of activity also takes place in other, less traditional modes of cooperation. As figure 6 shows, about two-thirds of these institutions offered courses for business employees on company premises; this practice is especially strong at two-year institutions. Jointly developed degree or certificate programs are also offered at a significant number of colleges: 49 percent of two-year institutions had such programs, as did 34 percent of baccalaureate colleges and 21 percent of universities.

Questions were also asked about collegiate participation in partnerships involving the business community (see Table 10). Close to half of the institutions reported participation in such partnerships to foster state or regional economic development; this was especially true of two-year institutions and universities. About 4 in 10 of these institutions reported that they were active in partnerships with the business community to assist the high schools in their area.

Opinions on Institutional Status

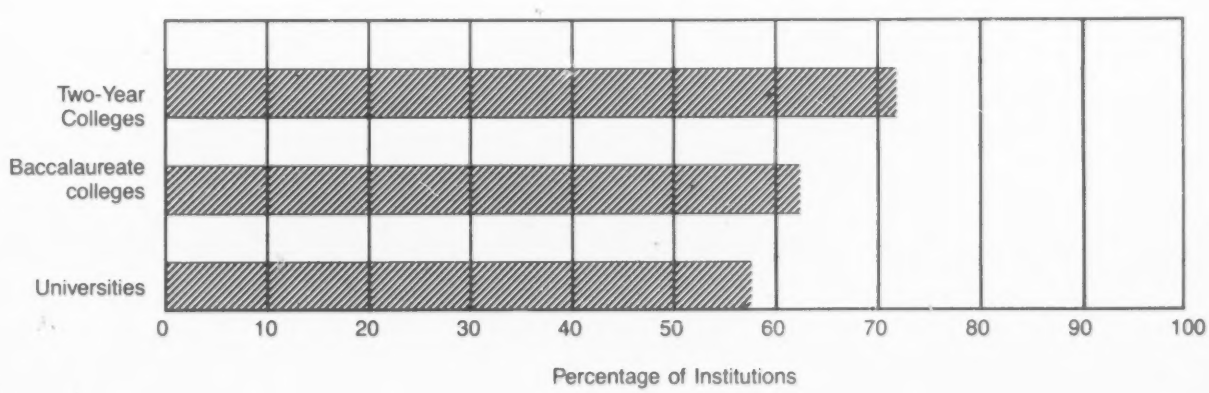
The survey also included several questions asking about the direction of each college's experience on a variety of student, faculty and other matters. Taken together, these responses offer a general view of the institution's status. While the responses are the opinions of academic administrators and probably not based on precise information, they nevertheless offer a valuable benchmark for assessing certain issues affecting higher education today.

The results are summarized in Table 11. Most significant, perhaps, are the areas where large percentages of colleges and universities reported improvements. These include:

	Percent with gains
• Adequacy of academic computer equipment	83 percent
• Ability to attract good students	59 percent
• Job prospects for degree recipients	55 percent
• Ability to serve disabled students	54 percent

Improvements in the availability of academic computer equipment appear to be the most widespread. Similar percentages reported such improvements across types of institutions. Improvements in the abil-

FIGURE 6
Colleges Offering Credit Courses on Business Premises, 1985



ity to serve disabled students are also notable, although baccalaureate colleges appear to trail behind other types of academic institutions.

Improvements in a college's ability to attract good students were reported rather uniformly across institutions. In view of the continuing problems that occur with the weak preparation levels of entering students (as mentioned below), it is possible that responses on this question reflect administrative improvements in recruiting students as much as they reflect actual changes in the qualifications of entering students.

The areas where the *fewest* institutions reported improvements are also worth highlighting:

	Percent with gains
• General preparation level of entering students	31 percent
• Ability to attract minority students	33 percent
• Adequacy of library resources	38 percent
• Adequacy of student aid	40 percent

For each of these areas, between 8 percent and 17 percent of institutions also reported that their circumstances were significantly worse today compared to several years ago.

Faculty compensation is another area in which results are troubling: only 45 percent of institutions reported that the level of faculty compensation was better today than several years ago (see Table 11). Another 15 percent reported that faculty compensation was worse and the others—fully 40 percent of institutions—reported no change. In view of the fact that levels of faculty compensation have not kept up with inflation throughout the last decade, the inability of most institutions to make improvements in this area should be cause for serious concern. This problem appears to be particularly acute among baccalaureate colleges, where only 36 percent reported any improvement and 16 percent said that faculty compensation was worse than several years ago.

Summary

This survey of current policies and practices in academe offers a mixed picture: campuses are giving major attention to curriculum reform, expect growing activity in engineering, business and computer-related areas, and have increasingly widespread ties with business and industry. Colleges and universities have taken a number of steps to manage their internal operations wisely in a time of difficult budgetary constraints: long-range planning, monitoring of student attrition, and program review have become common practice. Part-time faculty and nontenured, term appointments have been used rather widely, apparently to gain staffing flexibility. A good number of colleges and universities have also developed programs to retrain faculty in response to changing program needs.

Several problems continue to be of concern, a major one being the weak levels of preparation of entering students. Problems in attracting minority students appear to be a growing concern. Financial problems also remain, especially with regard to faculty compensation, library resources, and student aid.

The nation's colleges and universities will be trying to meet these challenges throughout the rest of this decade. It is hoped that the series of Campus Trends surveys, to be repeated annually, will help document the changes that will be taking place.

DETAILED STATISTICAL TABLES

Readers should note that some percentage distributions in the following tables may not total to 100 because of weighting and rounding.

TABLE 1—College Actions on National Reports
(Percentages)

Population N:	Two-year colleges 1311		Baccalaureate colleges 739		Universities 573		All 2623	
	Yes	Planned	Yes	Planned	Yes	Planned	Yes	Planned
Task force/committee review	21	6	31	16	30	7	26	9
Discussion of the reports:								
In faculty meetings	40	8	51	17	51	11	45	11
Among senior administrators	55	10	72	5	67	13	62	9
With the board of trustees	22	10	26	9	25	8	24	10
In special meetings	21	11	34	12	29	14	26	12
Changes in academic programs	30	28	26	27	24	27	28	27
Changes in student services	30	21	18	25	15	21	23	22
Changes in research/assessment	29	28	15	28	15	32	22	29

TABLE 2—Responses to Recommendations of National Reports
(Percentages)

Population N:	Two-year Colleges 1311		Baccalaureate Colleges 739		Universities 573		All 2623	
	In Place	Under Discussion	In Place	Under Discussion	In Place	Under Discussion	In Place	Under Discussion
NIE:								
Emphasize the freshman year	46	10	56	28	38	37	47	21
Emphasize analysis, communications	35	44	45	40	47	38	40	42
Use active modes of learning	36	32	33	34	23	30	32	33
Make systematic assessment	33	44	26	47	20	44	28	45
Require two years of liberal arts	7	7	71	6	51	17	35	9
AAC:								
Improve curriculum structure	35	33	30	32	26	27	32	32
Deemphasize & change the major	3	15	8	17	2	14	4	15
Prepare grad sts. for coll. teach	0	0	3	8	16	14	4	7
Develop measures of progress	20	51	16	53	14	48	18	51
Give importance to teaching/research	10	9	37	11	43	27	25	13
NEH:								
Give humanities a central place	26	22	55	8	48	27	39	19
Define knowledge that is essential	33	34	44	36	40	36	38	35
Use original texts in humanities	17	17	35	15	42	13	27	15
Have best faculty teach core courses	53	13	66	17	52	27	57	17
Integrated humanities sequence	18	30	27	24	31	37	23	30
NCETE:								
Impose rigorous admission req.	0	0	48	25	57	22	26	12
Develop minority recruitment programs	0	0	5	19	28	22	7	10
Develop experimental teacher pgms	0	0	8	24	25	27	8	13
Assign sufficient resources	0	0	58	12	52	23	28	8
Make it campus-wide responsibility	0	0	46	19	44	17	23	9

TABLE 3—Experiences with Curriculum Review
(Percentages)

	Two-Year Colleges	Baccalaureate Colleges	Universities	All
Currently Reviewing	51	50	40	48
Recently completed	30	30	44	33
Current or recent review:				
New general education requirements	75	92	90	83
Greater emphasis on writing	79	87	87	83
Greater emphasis on other requirements	83	90	81	85
Increase in course requirements	44	56	51	49
Greater flexibility for adult learners	44	37	28	39
Attention to international matters	21	58	62	40
New attention to foreign language study	23	51	48	37
New attention to issues in science/tech	62	77	65	67
Greater attention to career preparation	63	45	29	50
Emphasis on math-related skills	88	88	80	86
More multidisciplinary courses	36	44	53	42
New attention to values or ethics	37	61	47	46
New approaches to teacher education	22	42	46	33
Currently underway:				
New general education requirements	71	93	88	80
Greater emphasis on writing	83	87	92	86
Greater emphasis on other requirements	88	93	82	88
Increase in course requirements	38	52	43	43
Greater flexibility for adult learners	47	37	32	41
Attention to international matters	28	57	65	43
New attention to foreign language study	26	61	53	41
New attention to issues in science/tech	59	77	70	67
Greater attention to career preparation	65	45	30	53
Emphasis on math-related skills	87	87	83	86
More multidisciplinary courses	40	35	56	41
New attention to values or ethics	35	61	54	46
New approaches to teacher education	19	45	50	32
Recently completed:				
New general education requirements	83	90	91	87
Greater emphasis on writing	71	88	81	78
Greater emphasis on other requirements	74	87	81	79
Increase in course requirements	55	62	58	58
Greater flexibility for adult learners	41	38	24	35
Attention to international matters	9	59	59	36
New attention to foreign language study	18	34	44	30
New attention to issues in science/tech	66	75	61	67
Greater attention to career preparation	59	46	29	47
Emphasis on math-related skills	90	90	77	86
More multidisciplinary courses	31	60	50	44
New attention to values or ethics	40	61	42	46
New approaches to teacher education	27	37	43	34

TABLE 4—Changes in Enrollment Over the Past Four Years
(Percentage of institutions reporting each change*)

	Two-Year Colleges		Baccalaureate Colleges		Universities		All	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
Full-time students	34	36	32	22	25	20	31	29
Part-time students	42	17	45	5	25	13	39	13
Black students	12	8	17	7	14	8	14	8
Hispanic students	17	1	11	2	11	2	14	2
Commuter students	22	5	33	3	10	5	23	5
Out of state students	12	8	11	9	14	7	12	8
Foreign students	14	17	20	12	22	9	18	14
Median age of students	37	2	29	0	16	5	30	2
Academic ability of students	18	16	21	8	28	6	21	12
Family ability to pay	5	18	5	17	5	15	5	17
Average class size	9	21	12	8	9	11	10	15

*Percentages for "no change" are not shown.

TABLE 5—Faculty Policies and Practices
(Percentages)

	Two-Year Colleges	Baccalaureate Colleges	Universities	All
Full-time faculty were hired in:				
Tenure-track positions	48	77	97	67
Term or contract positions	69	62	84	70
Faculty positions (84–85 compared to 83–84)				
A net loss	24	18	17	21
A net gain	42	54	52	48
No change	34	28	31	32
Extensive use of part-time faculty	55	24	22	39
Procedures to retrain faculty	52	29	42	43
Retrenchment procedures underway	31	23	26	28

TABLE 6—Changes in Faculty Over the Past Five Years
(Percentages)

	Two-Year Colleges		Baccalaureate Colleges		Universities		All	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
Size of full-time faculty	21	18	34	13	24	9	26	15
Size of part-time faculty	33	11	30	11	17	7	29	10
Percent of faculty awarded tenure	5	4	7	13	4	9	5	8
Percent of faculty, non-tenure track	5	2	10	5	14	3	9	3
Percent of women faculty	19	1	25	1	29	1	23	1
Percent of minority faculty	14	2	8	5	12	2	12	3
Number of faculty over 65	4	7	6	5	10	9	6	7

TABLE 7—Expected Changes in Faculty in the Next Five Years
(Percentages)

	Two-Year Colleges		Baccalaureate Colleges		Universities		All	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
Arts and humanities	11	7	11	6	9	9	11	7
Foreign languages	10	9	13	4	8	5	10	7
Social sciences	2	10	5	5	7	6	4	8
Biological and physical sciences	13	3	13	0	17	3	14	2
Computer/information science	55	1	55	0	73	0	59	0
Engineering (except computer sci)	19	2	10	0	28	0	18	1
Mathematical sciences	16	2	18	0	26	0	19	1
Health professions	17	8	16	4	15	3	16	6
Business	38	1	50	0	37	3	41	1
Teacher education	3	2	16	3	16	10	10	4
Vocational-technical fields	29	2	8	8	5	11	18	6

TABLE 8—Administrative Policies and Practices
(Percentages)

	Two-Year Colleges	Baccalaureate Colleges	Universities	All
Institution has:				
Long-range planning	87	89	88	87
Program review	85	81	82	83
Systematic faculty planning	54	58	67	58
Collective bargaining agreement	34	5	22	23
Regular monitoring of student attrition	85	84	91	86
Foundation funds for undergrad. programs	37	44	53	43
Analysis of the inst. econ. impact	45	37	57	46
A budgeted position for improvement	34	18	35	30
Writing courses with microcomputers	43	41	47	43
PC's required for all students	7	3	3	5

TABLE 9—Policies for Academic Administrators
(Percentages)

	Two-Year Colleges	Baccalaureate Colleges	Universities	All
Appointments for deans or provosts generally have a stated term:	52	52	45	51
Term is one year	86	78	50	77
Term is two or three years	10	14	22	13
Term is four years or more	4	7	28	10
Tenure can be granted	10	12	55	21
Formal performance evaluation	92	79	86	87
Sabbatical leave is offered	49	48	56	50
Budget for development	77	55	44	64

TABLE 10—Ties with Business and Industry
(Percentages)

Total with formal ties:	Two-Year Colleges 1077	Baccalaureate Colleges 400	Universities 457	All 1933
Formal ties with business/industry in:				
Shared or on-loan staff	22	33	37	28
Equipment donated, loaned, or shared	77	60	82	75
Credit courses for business employees	72	63	58	67
Noncredit courses for bus. employees	73	43	60	64
Scholarship or loan programs	63	59	67	63
Joint meetings or advisory panels	87	83	83	85
Jointly developed & sponsored programs	49	34	21	39
Partnerships to assist high schools	42	33	38	39
Partnerships for state/reg development	50	25	46	44
Financial support of research	7	21	65	23
Formal ties with bus./industry, planned:				
Shared or on-loan staff	16	14	11	14
Equipment donated, loaned, or shared	6	5	3	5
Credit courses for busin. employees	6	12	10	8
Noncredit courses for bus. employees	5	22	8	9
Scholarship or loan programs	1	14	6	5
Joint meetings or advisory panels	2	7	3	3
Jointly developed & sponsored programs	11	17	10	12
Partnerships to assist high schools	13	21	18	15
Partnerships for state/reg develpmt	10	16	18	13
Financial support of research	7	16	8	9

TABLE 11—Administrator Views on Recent Institutional Changes
(Percentages*)

	Two-Year Colleges		Baccalaureate Colleges		Universities		All	
	Better	Worse	Better	Worse	Better	Worse	Better	Worse
Ability to attract good students	57	8	58	5	64	4	59	6
Ability to attract minority students	32	5	30	14	37	8	33	8
Preparation of entering students	22	22	41	12	38	15	31	17
Ability to serve disabled students	57	2	46	7	60	0	54	3
Job prospects for degree recipients	50	4	56	2	66	0	55	3
Ability to attract good faculty	49	8	48	6	52	6	49	7
Overall faculty morale	51	12	52	10	42	13	49	12
Faculty-admin. communications	44	4	54	6	46	8	47	6
Adequacy of faculty compensation	49	13	36	16	48	16	45	15
Adequacy of student aid	39	7	40	15	43	13	40	11
Ability to respond to enrollmt. shifts	48	6	43	2	41	6	45	5
Academic computer equipment	82	4	86	4	84	4	83	4
Other equip. for teaching/research	36	6	44	7	50	20	41	9
Adequacy of library resources	30	8	46	5	45	11	38	8

*Percentages for "no change" are not shown.

APPENDIX A: SURVEY INSTRUMENT

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

May 30, 1985

Dear Higher Education Panel Representative:

Attached is Higher Education Panel Survey No. 71, sponsored by the American Council on Education. This is the second in a series of annual surveys designed to obtain general information on campus trends. The questionnaire elicits information on recent or pending changes in a variety of institutional policies and practices affecting faculty, the curriculum, and other areas.

This questionnaire does not seek numerical responses. It asks general questions or seeks opinions about changes in academic policies. The survey should be completed by the academic vice president or, if that is not possible, by another high-level official with a broad view of the institution.

Please understand that your institution's responses will be held in strict confidence. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identified with your institution.

Please return the completed questionnaire by July 15, 1985. A preaddressed envelope is enclosed for your convenience. If you have any questions or problems, please do not hesitate to telephone us collect at 202/833-4757.

Sincerely,

Elaine El-Khawas

Elaine El-Khawas
Acting Panel Director

Attachment

One Dupont Circle, Washington, D.C. 20036-1193 (202) 833-4757

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey Number 71

CAMPUS TRENDS 1984-85

You will note that this questionnaire does not seek numerical responses; it asks a series of general questions and seeks your opinions about policies and practices at your institution. Please answer the following questions with respect to 1984-1985.

I. CURRICULUM

A. Is a general review of curriculum underway or has one recently been completed?

- ☐ No
- ☐ Yes, currently underway
- ☐ Yes, completed within the last few years

If "yes" does it include:

	Yes	No
1. New general education requirements	☐	☐
2. Greater emphasis on writing	☐	☐
3. Greater emphasis on other competencies (communication, reasoning, etc.)	☐	☐
4. An increase in course requirements	☐	☐
5. Greater flexibility for adult learners	☐	☐
6. Increased attention to international matters	☐	☐
7. New attention to foreign language study	☐	☐
8. New attention to issues in science and technology	☐	☐
9. Greater attention to career preparation	☐	☐
10. Greater emphasis on mathematical or computer-related skills	☐	☐
11. More multidisciplinary or "theme" courses	☐	☐
12. New attention to values or ethics	☐	☐
13. New approaches to teacher education	☐	☐

B. Several national reports have called for changes in undergraduate education. Is your institution following any of the recommendations listed below?

	Already In Place	Under Discussion	No
From NIE's Involvement in Learning:			
1. Emphasize the freshman year	☐	☐	☐
2. Emphasize analysis, communication, synthesis and problem solving	☐	☐	☐
3. Use "active" modes of learning	☐	☐	☐
4. Make systematic assessment of student learning	☐	☐	☐
5. Require two years of liberal arts courses for all bachelor's degrees	☐	☐	☐
From AAC's Integrity in the Classroom:			
1. Improve curriculum structure by stressing areas of instruction	☐	☐	☐
2. Deemphasize and change the academic major	☐	☐	☐
3. Prepare graduate students for college teaching	☐	☐	☐
4. Develop better measures of student progress	☐	☐	☐
5. Give equal importance to teaching and research for faculty	☐	☐	☐
From NEH's To Reclaim a Legacy:			
1. Give humanities and Western civilization a central place in the curriculum	☐	☐	☐
2. Make a clear statement of what knowledge is essential to a good education	☐	☐	☐
3. Use original texts in humanities courses	☐	☐	☐
4. Have the best faculty teach core courses	☐	☐	☐
5. Develop an integrated sequence of humanities courses	☐	☐	☐
From NCETE's A Call for Change in Teacher Education:			
1. Impose rigorous admission and graduation standards for teacher education programs	☐	☐	☐
2. Develop special minority recruitment programs in teacher education	☐	☐	☐
3. Develop experimental teacher education programs	☐	☐	☐
4. Assign sufficient resources to teacher education	☐	☐	☐
5. Make teacher education a campus-wide responsibility	☐	☐	☐

C. Has the reaction to the reports at your institution included any of the following?

	Yes	Planned	No
1. Task force or committee to review the report(s)	☐	☐	☐
2. Discussion of the reports:			
a. in faculty meetings	☐	☐	☐
b. among senior administrators	☐	☐	☐
c. with the board of trustees	☐	☐	☐
d. in specially convened meetings	☐	☐	☐
3. Changes in academic programs	☐	☐	☐
4. Changes in student services	☐	☐	☐
5. Changes in research and assessment of students	☐	☐	☐

Continued next page

II. FACULTY

		Yes	No
A.	Were any new full-time academic hired in academic year 1984-85 in:		
	1. tenure-track positions	☐	☐
	2. term or contract positions	☐	☐
B.	Compared to a year earlier, was there:		
	☐ A net loss in faculty positions		
	☐ A net gain in faculty positions		
	☐ No change in faculty positions		
C.	Was extensive use made of part-time faculty (i.e., for more than about one-fourth of courses)?	☐	☐
D.	Do you have procedures to retrain faculty for changing program needs?	☐	☐
E.	Do you have retrenchment procedures underway (to cut back on the number of faculty)?	☐	☐

F. How has your institution changed over the past five years in the:

	Significant Increase	No Significant Change	Significant Decrease
1. Size of full-time faculty	☐	☐	☐
2. Size of part-time faculty	☐	☐	☐
3. Percentage of eligible faculty being awarded tenure	☐	☐	☐
4. Percentage of faculty on non-tenure track contracts	☐	☐	☐
5. Percentage of full-time faculty that are women	☐	☐	☐
6. Percentage of full-time faculty that are minorities	☐	☐	☐
7. Number of full-time faculty continuing beyond age 65	☐	☐	☐

G. What changes do you expect in the next five years in the number of faculty in:

	Significant Increase	No Significant Change	Significant Decrease
1. Arts and humanities	☐	☐	☐
2. Foreign languages	☐	☐	☐
3. Social sciences	☐	☐	☐
4. Biological and physical sciences	☐	☐	☐
5. Computer science or information science	☐	☐	☐
6. Engineering (exclusive of computer science)	☐	☐	☐
7. Mathematical sciences	☐	☐	☐
8. Health professions	☐	☐	☐
9. Business	☐	☐	☐
10. Teacher education	☐	☐	☐
11. Vocational-technical fields	☐	☐	☐

III. ENROLLMENT

How has your institution's enrollment changed over the past four years regarding:

	Significant Increase	No Significant Change	Significant Decrease
1. Full-time students	☐	☐	☐
2. Part-time students	☐	☐	☐
3. Black students	☐	☐	☐
4. Hispanic students	☐	☐	☐
5. Commuter students	☐	☐	☐
6. Out-of-state students	☐	☐	☐
7. Foreign students	☐	☐	☐
8. Median age of students	☐	☐	☐
9. Academic ability of students	☐	☐	☐
10. Family ability to pay	☐	☐	☐
11. Average class size	☐	☐	☐

IV. ADMINISTRATIVE PRACTICES AND PLANNING

A. For academic administrative appointments (e.g. dean, provost), does your institution generally:

	Yes	No
1. Make appointments with a stated term	☐	☐
If yes, term is: ☐ one year ☐ two or three years ☐ four years or more		
2. Allow tenure to be granted on appointments of persons new to the institution	☐	☐
3. Periodically conduct a formal performance evaluation	☐	☐
4. Offer sabbatical leaves	☐	☐
5. Have a budget to support professional development of administrators	☐	☐

B. Does your institution have:

	Yes	No
1. An ongoing long-range planning activity	☐	☐
2. An ongoing formal process of program review	☐	☐
3. Procedures for systematic faculty planning (that looks to expected changes in hiring, tenure rates, retirements, etc.)	☐	☐
4. A collective bargaining agreement covering the faculty	☐	☐
5. Regular monitoring of student attrition rates	☐	☐
6. Foundation funds to improve undergraduate education	☐	☐
7. An analysis of the institution's economic impact on its state or community	☐	☐
8. A budgeted position (at least half-time) devoted to instructional improvement	☐	☐
9. Writing courses taught with microcomputers	☐	☐
10. A requirement that all students have microcomputers	☐	☐

Continued next page

V. BUSINESS & INDUSTRY

A. Does your institution have formal ties with business or industry in your area?

☐ Yes
☐ No

If "yes," do these involve:

	Yes	Planned	No
1. Shared or on-loan staff	☐	☐	☐
2. Equipment (donations, loans, or shared use)	☐	☐	☐
3. Credit courses for business employees at business locations	☐	☐	☐
4. Noncredit courses for business employees at business locations	☐	☐	☐
5. Scholarship or loan programs	☐	☐	☐
6. Joint meetings or advisory panels	☐	☐	☐
7. Jointly developed and sponsored degree (or certificate) programs	☐	☐	☐
8. Partnerships designed to assist high schools	☐	☐	☐
9. Partnerships for state or regional economic development	☐	☐	☐
10. Corporate financial support of research	☐	☐	☐

VI. OPINIONS OF CHANGE

A. Compared to several years ago, how would you rate the following?

	Better	Same	Worse
1. Ability of your institution to attract good students	☐	☐	☐
2. Ability of your institution to attract minority students	☐	☐	☐
3. General level of preparation of your institution's entering students	☐	☐	☐
4. Ability of your institution to meet the needs of disabled students	☐	☐	☐
5. Job prospects for this year's degree recipients from your institution	☐	☐	☐
6. Ability of your institution to attract and hold good faculty	☐	☐	☐
7. Overall level of faculty morale at your institution	☐	☐	☐
8. Quality of faculty-administrator communications	☐	☐	☐
9. Adequacy of faculty compensation at your institution	☐	☐	☐
10. Adequacy of student aid provided by your institution, including scholarships, fellowships, and loans	☐	☐	☐
11. Ability of your institution to respond to enrollment shifts	☐	☐	☐
12. Adequacy of academic computer equipment	☐	☐	☐
13. Adequacy of other equipment for teaching and research	☐	☐	☐
14. Adequacy of library resources at your institution	☐	☐	☐

Thank you for your cooperation.

Please keep a copy of this survey for your records.

Please return this form by **July 15, 1985,** to:

Higher Education Panel
American Council on Education
One Dupont Circle, N.W.
Washington D.C. 20036

Name of Respondent _____

Title _____

Department _____

Telephone _(_____) _____

If you have any questions concerning this survey, please call the HEP staff collect at (202) 833-4757.

APPENDIX B: TECHNICAL NOTES

Data from the responding Panel institutions were statistically adjusted to represent all of the nation's colleges and universities except specialized and religious institutions (such as rabbinical seminaries). The stratification design for weighting follows.

The weighting technique used was the standard one employed for Panel surveys. Data received from Panel members were adjusted for item and institutional nonresponse within each cell. Then institutional weights were applied to bring the Panel data up to estimates that are representative of the national population.

Table B-2 compares survey respondents and nonrespondents against several variables. Response rates were generally even across institutions. Higher-than-average response rates were recorded for private baccalaureate institutions. Response rates for public baccalaureate colleges and private universities were somewhat lower than average.

TABLE B-1:—Stratification Design

Cell	Type of Institution	Enrollment	Population	Respondents
	Total		2,623	398
1	Large public doctorate-granting	a	104	47
2	Large private doctorate-granting	a	60	20
3	Large public comprehensive	a	92	39
4	Large private comprehensive	a	27	11
7	Large public two-year	a	43	19
8	Public comprehensive	5,500–8,999	56	17
9	Public comprehensive	<5,500	108	21
10	Private comprehensive	<9,000	126	21
11	Public baccalaureate	<9,000	127	17
12	Private baccalaureate	1,350–8,999	166	26
13	Private baccalaureate	<1,350	446	32
17	Public 2-year academic/comprehensive	6,000–8,999	55	16
18	Public 2-year academic/comprehensive	4,000–5,999	72	17
19	Public 2-year academic/comprehensive	2,000–3,999	155	21
20	Public 2-year academic/comprehensive	<2,000	333	23
21	Private 2-year academic/comprehensive	<9,000	129	12
22	Public two-year occupational	2,500–8,999	63	15
23	Public two-year occupational	<2,500	221	16
24	Private two-year occupational	<9,000	240	8

[a]Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749; (c) FY 1979 educational and general expenditures of $35 million or more.

TABLE B-2:—Comparison of Respondents and Nonrespondents
(In percentages)

Control and Type of Institution	Respondents (N = 398)	Nonrespondents (N = 70)	Response Rate
Total	100.0	100.0	85.0
Control			
Public	67.3	59.3	88.4
Private	32.7	40.7	84.4
Type and Control			
Public University	31.2	23.7	89.9
Private University	13.1	23.7	78.8
Public Baccalaureate	4.3	8.5	77.3
Private Baccalaureate	14.6	10.2	90.6
Public Two-Year	31.9	27.1	88.8
Private Two-Year	5.0	6.8	83.3

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American Council on Education

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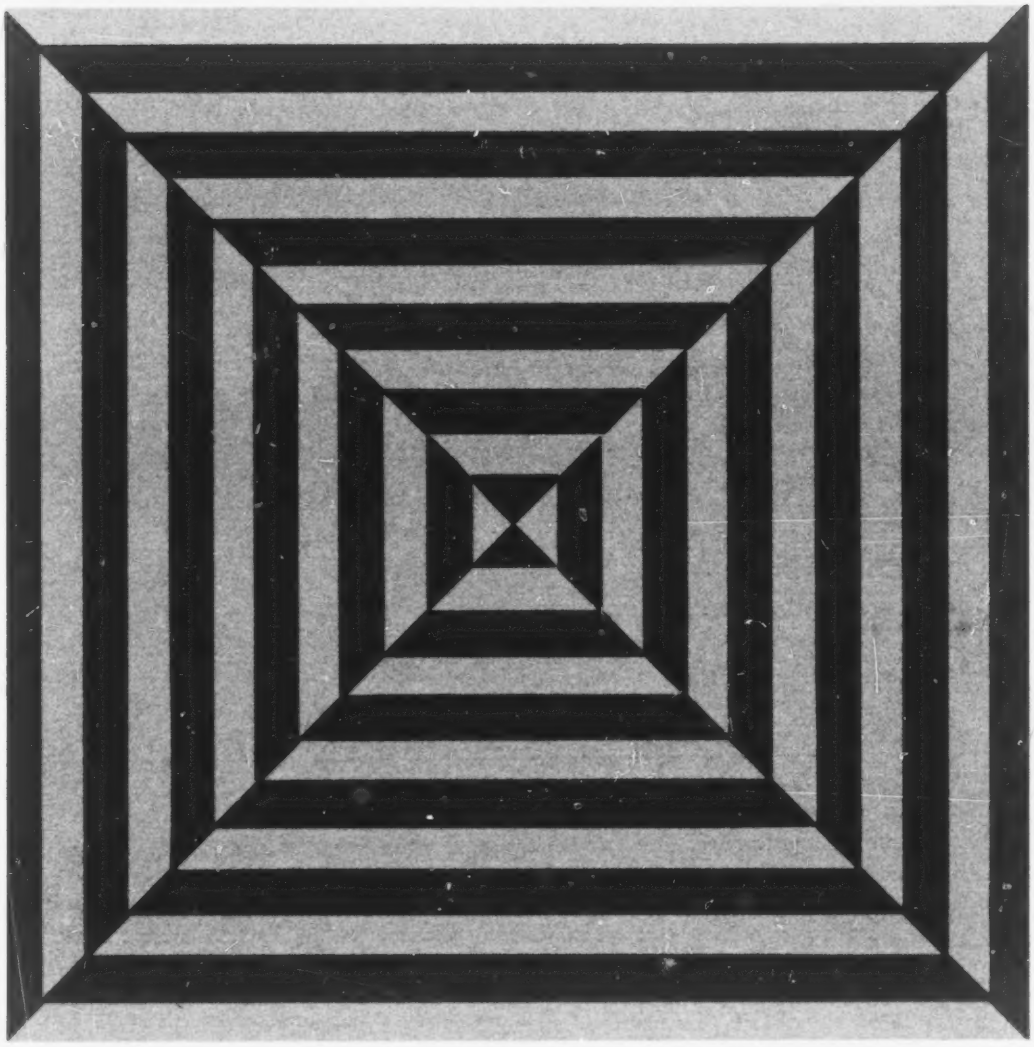
CAMPUS TRENDS, 1986

Elaine El-Khawas



HIGHER EDUCATION PANEL REPORT NUMBER 73

AUGUST 1986

American Council on Education

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

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Campus Trends, 1986

Elaine El-Khawas

Higher Education Panel Reports
Number 73 August 1986

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HIGHLIGHTS

Curriculum

- American colleges remain actively engaged in curriculum review. Eighty-six percent are currently making changes in the curriculum or have recently done so.

- The "reform" reports are having an impact on higher education. Six in 10 colleges have changed (or plan to change) their academic programs. Similar percentages (58 percent and 52 percent, respectively) stated that the reform reports are spurring changes in research and assessment and in student services.

- The majority of four-year institutions offer undergraduate opportunities for study abroad, but relatively few have arrangements for overseas experience for faculty.

- Thirty-six percent of universities, 17 percent of baccalaureate colleges, and 11 percent of two-year colleges currently require some foreign language proficiency as a condition for admission.

- Increasingly large percentages of institutions now have a foreign language requirement for completion of an undergraduate degree: this is true of 66 percent of universities, 55 percent of baccalaureate colleges, and 22 percent of two-year colleges.

Student Assessment

- There is considerable support for assessment, particularly as it ties in with a college's central educational purposes. The highest level of agreement (91 percent) focused on linking assessment to improvement of instruction.

- Fewer than half of administrators supported statements that colleges should publish evidence of their institutional effectiveness, or that states should require colleges to show evidence of institutional effectiveness.

- A variety of assessment or effectiveness measures are currently in use. Twenty-three percent of colleges now have tests of college-level skills. Seventeen percent administer comprehensive exams in the major. Almost half of colleges (44 percent) test student attainment in writing.

- Stumbling blocks to campus use of assessment include: lack of funds to develop procedures (71 percent); lack of clarity over what to evaluate (64 percent); fears about misuse of results (60 percent); lack of faculty support (58 percent); and lack of good evaluation instruments (57 percent).

Institutional Status

- Although one-third of colleges had enrollment losses, a like number of other institutions increased their enrollments in 1985–86.

- Despite changing demographic conditions, at least one-third of the nation's colleges and universities reported an increase in both headcount enrollment and full-time equivalent (FTE) enrollment.

- Although most institutions reported increases in their budgets, a significant proportion of colleges and universities had no increase in their overall budgets or in their budgets for educational and general expenditures.

- Student aid budgets based on institutional funds increased for about half of institutions nationwide. Such increases occurred for three-quarters of independent institutions as well as for 4 in 10 public institutions.

- Most of the nation's colleges and universities made new faculty appointments in 1985–86 but primarily to replace faculty who were retiring or otherwise leaving. About one-third of institutions reported a net gain in full-time faculty positions.

- The use of term or contract positions (not on a tenure-track) is widely prevalent in academe today. Eight in 10 institutions reported making such appointments in 1985–86.

- The use of part-time faculty is also widespread today. In 1985–86, about 4 in 10 institutions reported net gains in their number of part-time faculty.

- Only 18 percent of administrators at baccalaureate colleges considered their levels of faculty compensation excellent or very good. Only 29 percent felt that their institution's overall financial condition was excellent or very good. These ratings were lower than those reported by two-year colleges or by universities.

BACKGROUND

This report offers findings from the third in a series of surveys of *Campus Trends*.* These surveys are designed to provide timely information on changes taking place in the policies and practices of American colleges and universities.

For this third report, campus actions on assessment are given major attention along with campus responses to national reports calling for education reform. The report also examines faculty hiring practices, perceptions about institutional status, changes in enrollment and finances, and international components of academic programs.

The survey was conducted through the Higher Education Panel, an ongoing survey research program of the American Council on Education. Administrators at a nationally representative sample of 456 colleges and universities were mailed a four-page questionnaire that solicited information on current policies and practices at their institutions.

Questionnaires (see Appendix A) were mailed on March 17, 1986. By the end of May, 365 responses were received, or 80 percent of those surveyed. Respondents included: provosts, deans or academic vice presidents, 48 percent; associate deans or provosts, 10 percent; presidents, 13 percent; and other, 29 percent.

Data from responding institutions were statistically weighted, based on the Panel's stratification design and a weighting technique described in Appendix B. This adjustment means that the report's findings can be interpreted as generally representative of American colleges and universities that offer undergraduate instruction.

This survey is the third in a series of studies of *Campus Trends*. Because many questions were asked in each of the studies, comparisons to 1984 or 1985 data appear at several places in this report. For all of these studies, the reader should be mindful that many of the questions are subjective or couched in broad terms and that responses are "self-reported." The results offer an accurate picture of college administrators' views about their institutions but are subject to some variability of interpretation. Responses about the use of writing assessment, for example, may refer to a range of practices, from extensive assessment procedures to writing requirements in Freshman Composition courses.

Campus Trends, 1984, and *Campus Trends, 1985*. Copies of these reports are available from ACE, Division of Policy Analysis and Research, One Dupont Circle N.W., Washington, D.C. 20036. (Each copy is $5 for ACE members and $8 for nonmembers; orders must be prepaid).

FINDINGS

Curriculum

Curriculum Review Continues

American colleges remain actively engaged in curriculum review. Eighty-six percent are currently making changes in the curriculum or have recently done so (see Table 1). This level of activity has continued since 1984, when the *Campus Trends* reports first monitored curriculum review at colleges and universities.

In 1986, more than half of American colleges are currently engaged in curriculum reform. Most of these institutions are discussing changes in:

- Writing (mentioned by 85 percent);
- Other competencies (80 percent); and
- General education requirements (76 percent).

This continues the focus on the broad educational purposes of undergraduate education that was reported in earlier *Campus Trends* surveys.

Three other topics are also getting attention in campus discussions of the curriculum: international matters, policies that allow flexibility for adult learners, and issues related to the role of values and ethics in the curriculum. These topics were reported by 40 percent, 44 percent, and 45 percent of institutions, respectively. More than 6 in 10 baccalaureate colleges are considering curriculum changes related to values and to international issues.

The issue of increased course requirements is receiving less attention than it did last year. Only 40 percent of institutions (primarily baccalaureate colleges) are currently discussing such changes. In 1985, more than half (55 percent) of institutions were discussing this type of change.

National Reports Are Having an Impact

Survey results offer concrete evidence that the so-called "reform" reports issued in 1984 and 1985* are having an impact on academic programs in the nation's colleges and universities (Table 2).

The reports have been discussed widely. A majority of colleges (61 percent) have discussed the reports in faculty meetings, including 67 percent of universities, 72 percent of baccalaureate colleges, and 52 percent of two-year colleges. However, only 30 percent have established formal committees or task forces to consider the reports' recommendations.

Furthermore, various changes are being introduced in academic programs and practices (Figure 1). About 6 in 10 colleges have changed or plan to change their academic programs. Similar percentages (58 percent and 52 percent, respectively) stated that the reform reports are spurring changes in research and assessment procedures regarding students and in student services.

One-third of the nation's colleges and universities have already made changes in their academic programs due to these reports. Thirty-one percent have already changed their research and assessment proce-

*Major examples include: *Involvement in Learning: Realizing the Potential of American Higher Education*, Washington, D.C.: U.S. Department of Education, 1984; *Integrity in the College Curriculum: A Report to the Academic Community*, Washington, D.C.: Association of American Colleges, 1985; and *To Reclaim a Legacy: A Report on the Humanities in Higher Education*, Washington, D.C.: National Endowment for the Humanities, 1984.

dures. One in four has already made some changes in student services as a result of the various reports.

These results suggest that the "reform" reports have encouraged many of America's colleges and universities to consider ways to improve their undergraduate programs. To be sure, other forces have played a role as well, including state-level pressures, changing demographic and enrollment patterns, and the need to respond to changing competencies of entering students. Nevertheless, the overall record suggests that the reform reports can be credited with spurring a considerable degree of change on the nation's campuses.

Academic programs are the primary focus of campus changes being discussed, but the changes also encompass changes in student support services and in research that will help assess student learning. This reflects the similarly broad scope taken by the reports issued in recent years; the emphasis has centered on the entire undergraduate experience, reflecting the critical supportive role of advising, counseling, internships and other noncurricular services in undergraduate life.

Two-year colleges are more likely than their counterparts to have already made changes, especially in student services and in the research and assessment of students. Among baccalaureate colleges, on the other hand, fewer institutions reported having made changes but a higher proportion reported that changes are planned.

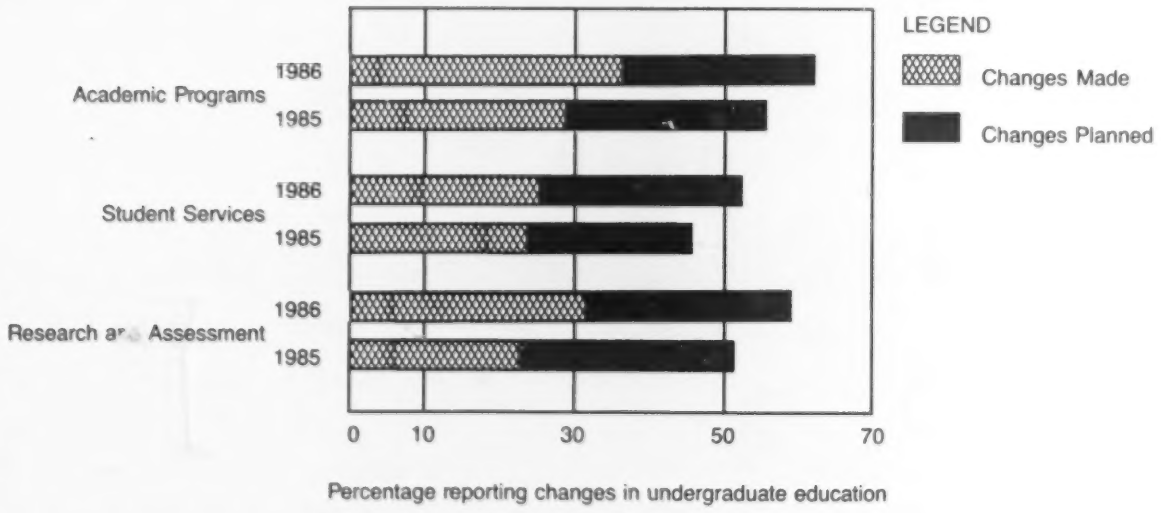
International Offerings: Limited but Increasing

This year's survey included questions on present-day college offerings that have an international component. In light of the fact that 4 in 10 colleges are considering new ways to increase the international aspects of their curricula (see Table 1), these results on current offerings should provide a baseline for monitoring changes over the next few years.

Several questions asked about formal arrangements to offer overseas experience for students and faculty (see Table 3). In 1985–86, this primarily takes the form of study abroad. The majority of four-year institutions offer undergraduate opportunities for study abroad. Eight in 10 universities offer undergraduate study abroad and almost 4 in 10 have opportunities for graduate study abroad. Among baccalaureate colleges, 6 in 10 offer undergraduate study abroad. Relatively few two-year colleges (17 percent) have such offerings.

Another question sought information on the extent to which undergraduates participate in overseas experiences. Eighteen percent of baccalaureate colleges and 12 percent of universities estimated that more than 10 percent of their undergraduates study abroad. Most colleges reported that foreign students comprised less than 10 percent of undergraduate enrollment. At the same time, one-fourth of the universities reported that more than 10 percent of their graduate enrollment were foreign students.

FIGURE 1
Response to National Reports



Arrangements for overseas experience vary by location. At present, most study abroad experiences focus on Western Europe (Table 4). More than 7 in 10 universities and 5 in 10 baccalaureate colleges offer programs for studying in Western Europe. Opportunities for study in Latin America exist at about 1 in 4 four-year institutions. Notably, one-third of universities reported that they offer study abroad in Asian countries.

In general, about 3 in 10 American colleges and universities have formal programs linking their institutions with counterparts overseas. Most of these linkages were reported by universities, including 41 percent with linkages in Western Europe, 35 percent with linkages to Asian universities, and 23 percent with linkages in Latin America. A similar pattern emerges with overseas experience for faculty: a limited number of institutions, mostly universities, have formal arrangements to provide their faculty with overseas experience. These opportunities are primarily focused on Western Europe, although Asian destinations also receive some attention.

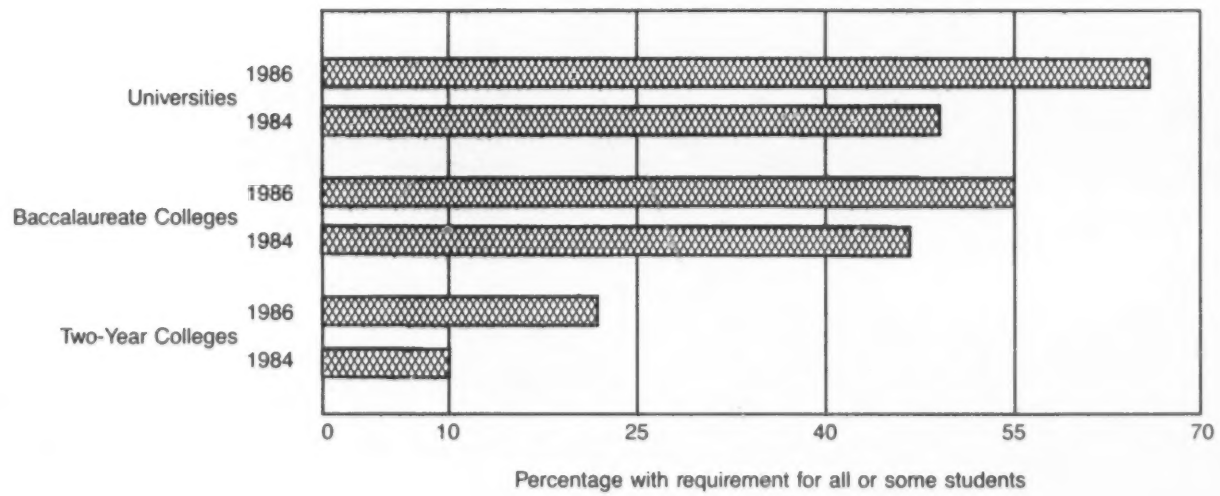
Information was also sought on institutional requirements for foreign language competency (Table 3). Regarding undergraduate admission, 36 percent of universities, 17 percent of baccalaureate colleges, and 11 percent of two-year colleges currently call for some foreign language proficiency as a requirement for admission. Increasingly large percentages now have a foreign language requirement for completion of an undergraduate degree (see Figure 2): this is true of 66 percent of universities, 55 percent of baccalaureate colleges, and 22 percent of two-year colleges. Close to half of universities have a foreign language requirement for completion of graduate degrees.

As Figure 2 also shows, colleges have increased their language requirements in recent years. In 1984 (*Campus Trends, 1984*), 3 in 10 institutions had a language requirement for completion of an undergraduate degree. In 1986, 42 percent had such a requirement.

Just over one-half of universities offer instruction in Russian, one-third offer Chinese or Japanese, and 1 in 5 offers Arabic instruction. Among baccalaureate colleges, in contrast, few offer any of these languages. This pattern also holds with area studies programs that focus on these regions. Almost 4 in 10 universities offer Russian studies, while Japanese or Chinese studies are offered by 3 in 10 universities.

FIGURE 2

Foreign Language Requirements
for Completion of an Undergraduate Degree



Student Assessment

Colleges Support the Use of Assessment

Student assessment is much talked about today, often in reference to programs that test student skills and, at other times, in the context of discussions about a college's overall effectiveness. For this survey, questions were asked about college uses of assessment, defined broadly as any measure—other than end-of-course grading—by which the college evaluates its students or programs. Administrators were also asked for their opinions about potential directions that assessment may take.

Over the last few years, discussions about assessment have often emphasized the views of state officials or, instead, have focused on a few colleges and universities with "model" approaches to assessment. This survey offers a different perspective, showing the opinions held by a cross-section of administrators on questions related to assessment and institutional effectiveness. In general, there is considerable support for assessment, particularly as it ties in with a college's central educational purposes (see Figure 3).

The highest level of agreement (91 percent) focused on linking assessment to improvement of instruction (Table 5). Strong support was also recorded on several related statements:

- Link assessment to institutional effectiveness — 88 percent
- Include feedback to students — 85 percent
- Link assessment to planning and budgeting — 79 percent

Other results are also of interest. About 7 in 10 administrators indicated that:

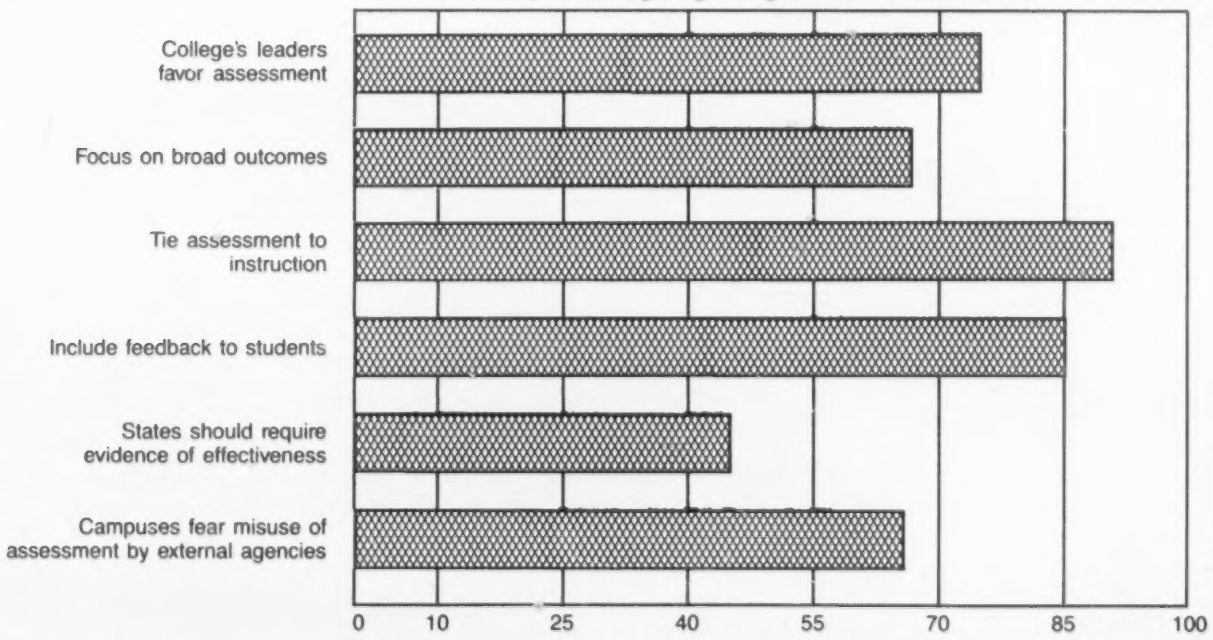
- The college's leadership favors the use of assessment.
- Assessment should focus on broad outcomes.
- College officials have fears about misuse of assessment results by external agencies.

Several areas of lower agreement involve academe's external constituencies. Forty-two percent of administrators supported statements that colleges should publish evidence of their institutional effectiveness, and forty-five percent agreed that states should require colleges to show evidence of institutional effectiveness. Independent institutions were especially wary of these statements.

There were some differences by type of college on these statements. Administrators at two-year colleges gave stronger support than others to assessment, espe-

FIGURE 3

Administrators' Views on Assessment
(Percentage agreeing with each statement)



cially to its use in conjunction with institutional effectiveness. They were more likely to say that their institution's faculty would support the use of assessment, and they were more likely than others to support publication of evidence on a college's effectiveness.

At baccalaureate colleges, the strongest support appeared for linking assessment to instructional improvement and to institutional effectiveness. University administrators supported the instructional emphasis of assessment voiced by others; they were especially likely to support assessment measures that focus on broadly defined outcomes.

Table 6A summarizes the views of campus administrators about measures that are appropriate for use in student assessment. Relatively high agreement is apparent for a good number of measures, especially those that focus on the broad competencies (e.g., writing, critical thinking) that should be part of a good education. Notably, two-year colleges join with four-year institutions in showing strong support for assessment in such areas as writing and oral communication skills. In general, baccalaureate colleges show the strongest support for assessment measures, including support (by 82 percent) of comprehensive exams in the major.

Many administrators also support the use of several measures of institutional effectiveness (Table 7A). The highest level of agreement, noted by 85 percent or more, is directed to the following:

- Job placement rates of graduates;
- Retention and graduation rates;
- Ratings of the institution by graduates; and
- Long-term outcomes of graduates.

There are important differences by type of institution. Among universities, 94 percent considered faculty accomplishments to be appropriate, and 87 percent supported the use of information on research accomplishments. Among baccalaureate colleges, the areas receiving the strongest support included: long-term outcomes of graduates (95 percent); job placement rates of graduates (92 percent), and retention and graduation rates (87 percent). The highest areas of agreement among two-year colleges included job placement rates (92 percent), the performance of graduates on the job (89 percent), and ratings of the institution by graduates (92 percent).

Various Measures Are in Use

As Tables 6 and 7 show, a variety of assessment measures are currently in use by campuses, although probably for internal planning purposes. The most prevalent practices are those that focus on entering students: almost 9 in 10 institutions reported use of placement tests for mathematics and English skills (Table 6B). Two-thirds also have pre- and post-tests for students taking remedial courses. This may reflect practices that were already in place on the nation's campuses before the recent discussion was underway. A number of other areas appear to be the subject of growing interest, following recent attention to assessment. Thus, twenty-three percent of colleges now have tests of college-level skills.

Relatively few institutions (17 percent) administer comprehensive exams in the major (including 1 in 4 universities and baccalaureate colleges). Nine percent of institutions report that they use some form of "value-added" measures for assessing students. Similarly, 18 percent of institutions (and 1 in 4 baccalaureate colleges) now offer some type of assessment on critical thinking skills. Twenty-six percent of colleges assess student skills in oral communications. Notably, almost half of colleges (44 percent) test student attainment in writing.

Table 7B shows related information on measures of institutional effectiveness that are in use (see Figure 4). Three-quarters or more of institutions use the following measures:

- Retention and graduation rates;
- Number of degrees/certificates awarded;
- Number of courses completed or credits earned;
- Number of students served; and
- Job placement rates of graduates.

Six others were mentioned by 50 percent or more of colleges:

- Pass rates on professional licensing exams;
- Percent going on for further education;
- Honors and other achievements of graduates;
- Achievements of faculty;
- Accomplishments in community service; and
- Ratings of the institution given by graduates.

Notably, many of these measures look to various "outcomes" of undergraduate education. Usage varies somewhat by type of institution: two-year colleges show very high percentages on degrees/certificates awarded and job placement rates. Among universities, the most frequently mentioned measure involved faculty achievements, followed by retention or graduation rates of students. Most baccalaureate colleges (77 percent) currently use retention rates.

On all of these measures, a sizeable gap is evident between current practice and the level and types of assessment that college officials appear to support. In

part, this reflects a "lag" that is inevitable in implementing any reforms. The strong showing on writing assessment, for example, probably reflects decades-old activity to spur more attention to writing. Undoubtedly, too, another key problem is the lack of readily available and suitable assessment measures. Indeed, measures currently in use are "counting devices" for the most part (degrees awarded, pass rates, etc.), not the complex and multidimensional measures that would be most appropriate to undergraduate learning.

Obstacles Arise in Implementation

Table 8 points out several stumbling blocks to campus use of assessment. The areas that most administrators considered as obstacles (major or minor) included:

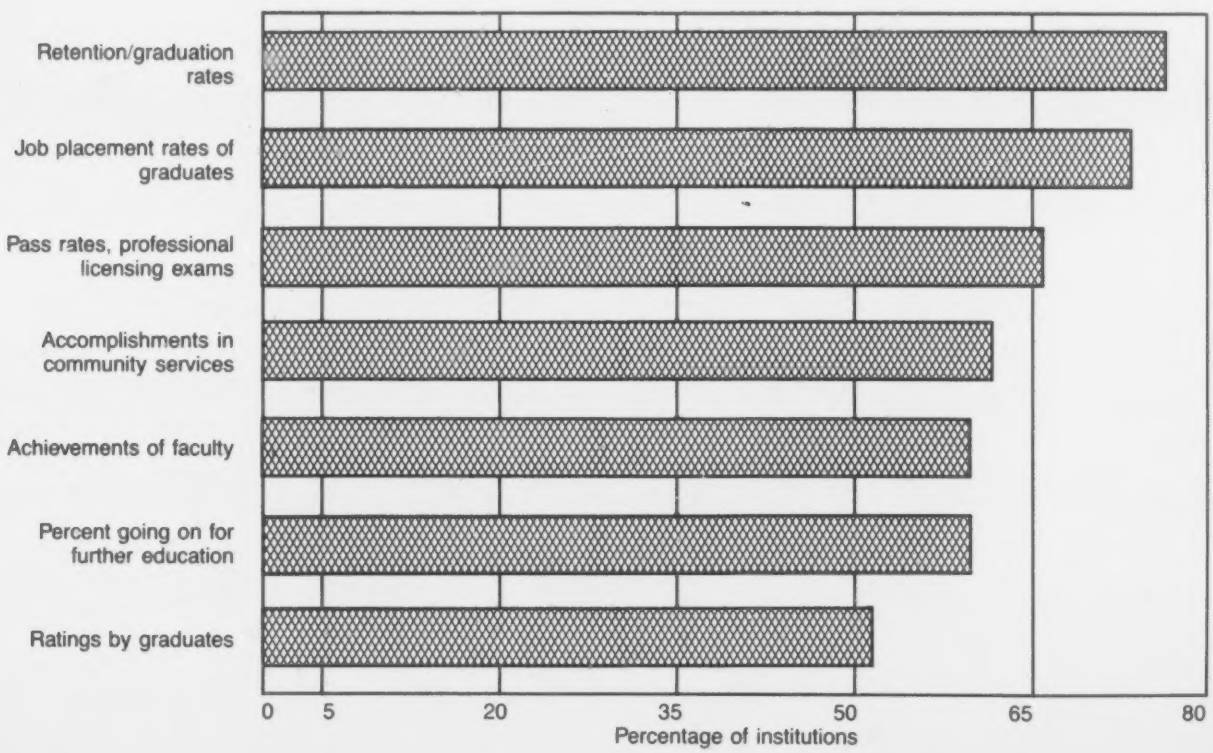
- No funds to develop procedures — 71 percent
- Not clear what to evaluate — 64 percent
- Fears about misuse of results — 60 percent
- Lack of faculty support — 58 percent
- No good evaluation instruments — 57 percent

Relatively few administrators voiced concern about the suitability of their curricula to assessment or the availability of assessment expertise.

The two issues that emerged as major obstacles to assessment are lack of clarity on what to evaluate and no funds for developing assessment procedures. The problem of no clarity on what to evaluate may reflect the nebulous quality of debate that has taken place so far on assessment. It probably also reflects the significant problems each institution must face in determining the specific emphasis of any assessment plan and, then, of finding suitable methods for evaluating the important outcomes for that institution. The response about lack of funds probably reflects the constrained financial mood of higher education today, but it may also reflect the general concern that implementing assessment is not a simple matter.

Considerable concern also exists about potential misuse of results. Most campus officials agreed that there is fear about misuses of assessment by external agencies. A majority also termed this concern an obstacle to development of assessment on their campuses.

FIGURE 4
Selected Measures of Effectiveness
Now in Use



Institutional Status

Enrollment Mix Continues to Change

Higher education in 1985–86 was experiencing the sixth year of a demographic downturn in the population of 18-year olds. After several years of stable enrollment overall, national figures for fall 1985 enrollment were expected to show a slight decrease.

How has this affected individual colleges? Survey results (Table 9) demonstrate that a variety of outcomes have occurred: although one-third of colleges had enrollment losses, a like number of other institutions increased their enrollment in 1985–86. In view of the consistently downward direction of demographic trends, it is striking that the enrollment picture is so mixed.

Despite changing demographic conditions, at least one-third of the nation's colleges and universities reported an increase in both their headcount enrollment and full-time equivalent (FTE) enrollment (see Figure 5). Notable gains helping to account for this overall pattern included:

- Increased master's level enrollment, reported by 4 in 10 baccalaureate colleges and universities.
- Increased doctoral enrollment, reported by 29 percent of universities.
- Increased enrollment of Asian students, especially as reported by 39 percent of universities.
- Continued increases in part-time enrollment, especially at 41 percent of two-year colleges and 39 percent of baccalaureate colleges.
- Continuing increases in the median age of students, especially as reported by 22 percent of two-year colleges and by 13 percent of baccalaureate colleges.

Demographic and financial realities are, nevertheless, having their effect on a sizeable number of institutions. One-third reported that FTE enrollment was down at least 2 percent compared to a year earlier. Enrollment of first-time freshmen was also down at one-third of institutions. These decreases were reported by two-year colleges more than by other institutions. Changes in full-time enrollment also showed a downward tilt: 40 percent of two-year colleges and 44 percent of baccalaureate colleges reported decreases in full-time enrollment over the year earlier, and both of these figures outweigh those for institutions with increased full-time enrollment.

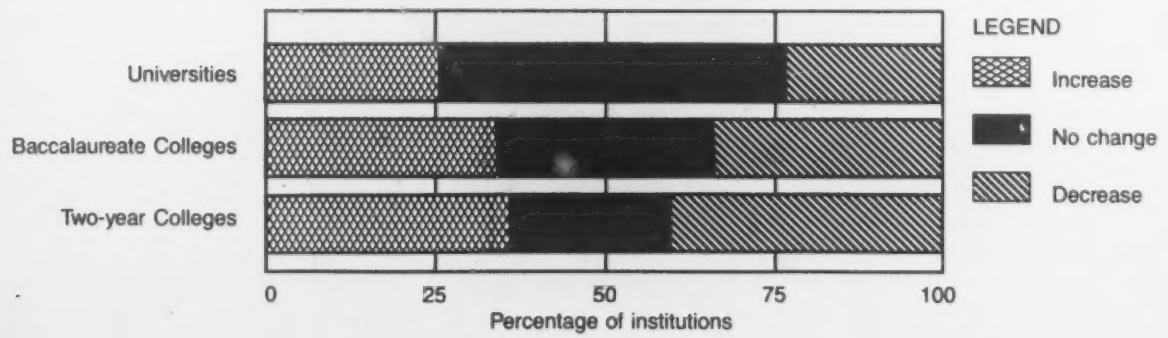
Universities had the most stable enrollments: they were least likely to report enrollment decreases, while they also showed the lowest percentage with an enrollment increase. This may be due in part to increased graduate enrollment, noted above. It may also reflect a greater ability of universities, compared to smaller institutions, to shift the mix of their enrollment, (e.g., to increase enrollment in some fields to offset enrollment decreases in other fields; or to enroll more out-of-state students as in-state enrollments decrease).

The survey's results on black and other minority enrollment must be interpreted with caution in light of national reports that point to decreased minority enrollment. The institutional picture, as reflected in Table 9, shows that a small number of institutions made gains in minority enrollment while others had stable or dropping minority enrollment in 1985–86.

To some extent, shifts in minority enrollment follow expected regional patterns. Unpublished tabulations show that increases in Asian, Hispanic and Native American enrollment are greatest in the West, for example. However, it is also true that the increases in Asian students reported by universities appear across the country. Just over half of the universities in the West and the East reported gains, while about 3 in 10 universities in the South and the Midwest reported increases in Asian students.

FIGURE 5

Changes in Full-time Equivalent Enrollment



Financial Pressures Are Evident

Table 10 offers a capsule picture of some of the financial pressures facing colleges and universities today. Although most institutions reported increases in their budgets, a significant proportion of colleges and universities had no increase in their overall budget or in their budget for educational and general expenditures. In fact, 9 percent (including 12 percent of public institutions and 6 percent of independent institutions) suffered a decrease in their 1985–86 budget for educational and general purposes, compared to a year earlier. Decreases in overall budget were almost entirely found in the South and in the West. The decreases in the West were primarily accounted for by two-year institutions.

The survey results reflect tight financial pressures on both independent and public institutions. The primary source of income for public institutions—state and local revenues—grew for only two-thirds of public institutions. At the same time, only about half of the independent institutions reported increases in budgeted income from gifts or endowment.

One in three institutions reported a decrease in federal student aid to their institutions, a decrease roughly in line with the proportion of institutions reporting an enrollment decline. Student aid budgets based on institutional funds increased for about half of institutions nationwide. Such increases occurred for three-quarters of independent institutions as well as for 4 in 10 public institutions. This suggests that many colleges are facing increasing pressures on institutional resources for aid to students.

Limited Faculty Hiring Takes Place

Most of the nation's colleges and universities made new faculty appointments in 1985–86 (see Table 11) but did so primarily to replace faculty who were retiring or otherwise leaving. About one-third of institutions reported a net gain in full-time faculty positions.

Universities were the most likely to make net gains: 46 percent increased their full-time positions and 41 percent increased their part-time positions. Two-year colleges were the most likely to experience net losses, both in full-time and part-time positions.

Testimony to the difficult financial circumstances in higher education today are the figures in Table 11 that show institutions with a net loss in full-time faculty over the previous year. Public institutions were more likely than independent institutions to report such a loss. Notably, about 1 in 5 colleges also reported a net decrease in the number of their faculty in each of the last two years (cf. *Campus Trends, 1984* and *Campus Trends, 1985*).

The use of term or contract positions (not on a tenure-track) is widely prevalent in academe today. Eight in 10 institutions reported making such appointments in 1985–86. This pattern held across types of institutions. It represents an increase over a year earlier, when 7 in 10 institutions had hired full-time faculty in term or contract positions (*Campus Trends, 1985*).

Hiring in tenure-track positions continues, too. Overall, 77 percent of institutions made such appointments, up from 67 percent in 1985. Almost all universities (95 percent) made such appointments.

The use of part-time faculty is also widespread today. In 1985–86, about 4 in 10 institutions reported net gains in their number of part-time faculty. Some of this may reflect hiring on a temporary basis in fields where it is difficult to recruit qualified full-time faculty.

Administrators Face A Variety of Concerns

Survey respondents rated their institutions on a variety of factors, including the level of faculty compensation, the job prospects of graduates, the college's overall financial condition and the status of the institution's relationships with accrediting agencies and with federal and state agencies. The results (Table 12) offer a rich and varied snapshot of the status of higher education today.

It is significant in itself that relatively few items received "excellent" or "very good" ratings. The only areas with high scores did not focus on the college but, instead, on its relationships with outside groups. Eight in 10 colleges and universities gave favorable ratings to their relationships with regional accrediting agencies. This pattern held across types of institutions. Seven in 10 gave good ratings on their relationships with specialized accrediting agencies.

Relationships with federal and state agencies were also rated. About 6 in 10 institutions gave good marks to their relationships with state agencies, although slightly fewer gave good marks on financial matters. Similarly, 6 in 10 characterized their relationships with federal agencies as excellent or very good. Baccalaureate colleges were least satisfied: only half gave good marks to their relationships with federal agencies. This may reflect concern over the availability of federal student assistance as well as recent dissatisfaction with the National Science Foundation's support of undergraduate science education at smaller institutions.

The areas that received very few good ratings were:

- General level of preparation of entering students;
- Adequacy of faculty compensation; and
- Adequacy of student aid.

Adequacy of student aid emerged as a concern across all types of institutions. Fewer than 3 in 10 administrators felt that their institution's student aid offerings were adequate. General concern exists, too, about the overall financial condition of their institutions: only about one-third of administrators rated their institutions well on this item (see Figure 6).

There were salient differences across institutional types. Among universities, opportunities for faculty development and levels of faculty compensation were among the items with the lowest ratings. Among two-year colleges, the preparation levels of entering students received the lowest ratings, with very few administrators giving this an excellent or very good rating.

It can be seen too that, on almost every item, fewer administrators at baccalaureate colleges gave good ratings than did other administrators. Several problem areas are evident, including: the preparation level of entering students, the college's overall financial condition and ability to respond to enrollment shifts, faculty compensation and faculty development opportunities, and the adequacy of student aid.

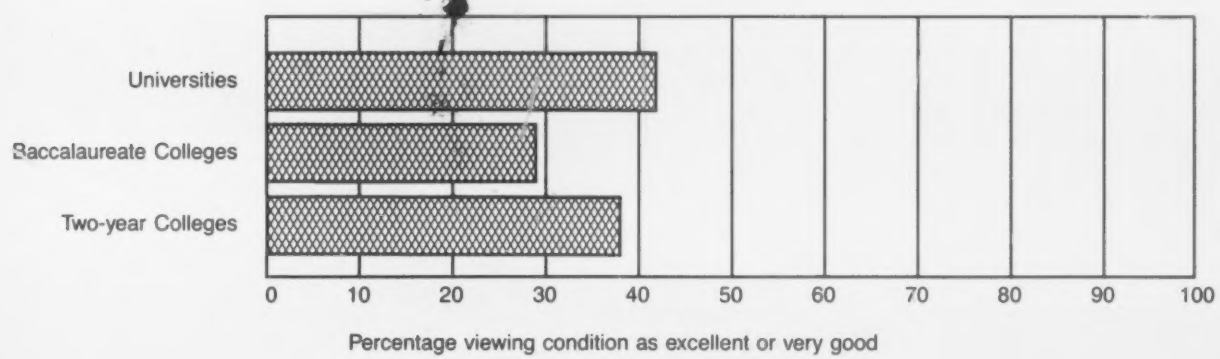
SUMMARY

This survey's findings on the general status of colleges and universities highlight a variety of problems: enrollments overall are steady or down for the majority of institutions; financial pressures are evident and are creating other problems, including inadequate student aid and uncomfortable levels of faculty compensation.

Yet, the survey also documents a substantial degree of activity directed to undergraduate education. Most colleges and universities have been reevaluating their curricular offerings during the past few years, and many have made changes in programs. The call for better assessment of student learning is largely compatible with this attention to undergraduate education. It is clear, however, that college administrators do not currently have a definite sense of what is the best focus for assessment and many feel that existing evaluation instruments are not suitable to the broad educational purposes they consider to be appropriate outcomes of undergraduate study.

Continuing discussion of assessment can be expected. For campus-level discussions, however, it is likely that debate over potential approaches will be tempered by fiscal and enrollment problems that campuses are experiencing at this point in the decade.

FIGURE 6
Administrator Views on Institution's Overall Financial Condition



DETAILED STATISTICAL TABLES

TABLE 1—Curricular Review, 1985–86
(Percentage reporting each emphasis)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Currently Reviewing:	57	56	46	54	56	52
Recently Completed:	31	29	36	32	31	33
Current or recent review:						
Emphasis on writing	71	92	83	79	77	82
Emphasis, other competencies	73	87	75	78	76	79
Increased course requirements	33	52	39	39	39	40
New gen. educ. requirements	67	85	85	76	75	77
More flexibility, adults	48	38	21	40	43	35
More attention, international	20	60	47	37	28	48
Attention, values or ethics	26	61	51	41	31	54
Recently completed:						
Emphasis on writing	54	83	84	69	74	63
Emphasis, other competencies	61	90	80	74	76	71
Increased course requirements	19	57	55	38	39	36
New gen. educ. requirements	64	87	86	75	77	73
More flexibility, adults	39	30	19	32	37	26
More attention, international	13	54	45	32	30	33
Attention, values or ethics	15	64	42	35	30	40
Current review:						
Emphasis on writing	80	96	83	85	79	93
Emphasis, other competencies	80	86	71	80	77	84
Increased course requirements	40	50	27	40	38	43
New gen. educ. requirements	69	84	84	76	73	80
More flexibility, adults	53	43	23	44	47	41
More attention, international	24	64	49	40	26	58
Attention, values or ethics	33	60	58	45	32	63

Source: *Campus Trends, 1986*, American Council on Education
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 2—Response to National Reports
(Percentage with each response)*

	2-Year Colleges		Baccalaureate Colleges		Universities		Total		Public		Independent	
	Yes	Planned	Yes	Planned	Yes	Planned	Yes	Planned	Yes	Planned	Yes	Planned
Discussion of the reports:												
In faculty meetings	52	11	72	10	67	3	61	9	60	8	63	9
With the board of trustees	40	9	39	12	38	9	39	10	39	7	40	13
With outside consultants	19	3	24	11	26	3	22	5	20	4	24	7
Task force/committee review	28	6	31	9	33	6	30	7	34	5	25	9
Changes, academic programs	41	22	29	34	33	21	36	25	40	20	30	32
Changes, student services	29	26	20	35	21	18	25	27	27	21	22	34
Changes, research/assessment	38	22	23	36	23	27	31	27	37	22	23	32

*Figures do not total 100 percent because "No" responses are not shown.
Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 3—International Education Activities
(Percentage reporting each type)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Programs offered in one or more locations for:						
Undergraduate study abroad	17	64	81	44	31	60
Graduate study abroad	0	5	36	18*	32*	10*
Noncredit study abroad	9	10	26	13	11	15
Institutional linkages	13	35	61	30	28	33
Students internships	6	11	22	11	10	11
Overseas experience for:						
Language faculty	9	21	38	19	18	19
Other faculty	11	24	41	21	21	22
Technical assistance	4	2	21	7	11	3
More than 10 percent of undergraduates study abroad:	0	18	12	15*	1*	24*
Foreign students are more than 10 percent of:						
Undergraduate enrollment	8	12	12	10	7	13
Graduate enrollment	0	1	24	11*	19*	6*
Foreign language requirements for:						
Undergraduate admissions	11	17	36	18	14	23
Undergraduate degree	22	55	66	42	39	46
Graduate degree	0	19	47	24*	39*	16*
Language instruction is offered in:						
Arabic	3	4	20	7	6	8
Chinese	6	11	39	15	16	14
Japanese	7	10	35	14	15	12
Russian	6	15	53	19	18	20
Other nonWestern areas	7	9	24	11	13	10
Other studies are offered in:						
Arabic	1	6	14	5	4	7
Chinese	5	13	31	13	12	13
Japanese	5	11	29	12	11	13
Russian	3	16	40	14	14	15
Other nonWestern areas	6	16	34	15	15	15

*Based on four-year institutions only.

Source: *Campus Trends, 1986*, American Council on Education
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 4—Overseas Experiences Offered by Region
(Percentages of Institutions with Offerings)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Undergraduate study abroad in:						
Latin America	6	24	29	16	14	19
Western Europe	16	49	73	38	28	49
Eastern Europe	3	10	14	7	5	9
Africa/Middle East	5	11	19	9	8	11
Asia	5	16	32	14	12	16
Institutional linkages in:						
Latin America	1	7	23	8	9	6
Western Europe	9	19	41	19	17	21
Eastern Europe	1	4	12	4	5	4
Africa/Middle East	1	3	11	4	5	3
Asia	6	19	35	16	16	16
Overseas experience for faculty in:						
Latin America	4	5	14	6	7	5
Western Europe	7	14	30	14	13	15
Eastern Europe	1	6	10	4	4	4
Africa/Middle East	3	4	13	5	7	4
Asia	5	14	22	11	13	9

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges, and 165 universities).

TABLE 5—Administrators' Views on Assessment
(Percentages)*

	2-Year Colleges		Baccalaureate Colleges		Universities		Total		Public		Independent	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
College's leaders favor assessment	83	5	80	0	48	13	75	5	77	6	72	3
Most faculty support assessment	71	4	56	17	31	23	58	12	60	10	57	14
Will require much experimentation	48	33	60	21	61	20	54	27	52	33	58	19
Little discussion of assessment	44	56	49	50	63	32	49	49	46	52	54	45
Standardized tests a risk	28	41	46	35	50	23	38	35	36	37	40	34
Focus on broad outcomes	62	16	72	14	73	10	67	14	67	15	68	13
Tie to instructional improvement	91	0	95	2	87	2	91	1	95	1	87	2
Include feedback to students	89	3	82	5	82	4	85	4	92	4	77	3
Link to institutional effectiveness	92	1	89	1	77	6	88	2	86	3	89	2
Link to planning/ budgeting	85	2	75	5	68	11	79	5	79	6	78	4
Publish evidence of effectiveness	52	13	33	24	30	30	42	20	50	19	33	21
For accred, show effectiveness	70	9	55	19	60	21	64	14	74	12	52	17
States to require effectiveness	56	17	28	35	40	36	45	26	59	20	28	34
Campus officials fear misuse by external agencies	62	20	70	17	69	8	66	16	62	17	69	16

*Figures do not total 100 percent because "Uncertain" responses are not shown.

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 6A—Appropriate Methods of Assessing Student Learning
(Percentage agreeing for each type)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
College-level skills tests	61	70	55	62	62	62
Tests in general education	48	71	51	55	52	59
Comprehensive exams in major	46	82	67	61	51	73
Attainment of "higher-order" skills in:						
Critical thinking	69	89	79	77	73	82
Quantitive skills	74	88	83	80	75	84
Oral communication	83	88	82	84	81	88
Writing	85	91	87	87	84	90
"Value-added" measures	62	80	64	67	65	70
Placement tests, Mathematics	95	95	89	93	98	88
Placement tests, English	95	88	89	92	99	83
Placement tests, Reading	93	78	71	84	93	73
Placement tests, other skills	75	59	64	68	70	65
Pre- & post-tests, remedial	85	78	67	79	90	66

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 6B—Methods Currently in Use for Assessing Student Learning
(Percentage using each type)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
College-level skills tests	23	26	19	23	26	19
Tests in general education	15	13	15	14	16	12
Comprehensive exams in major	7	26	25	17	11	23
Attainment of "higher-order" skills in:						
Critical thinking	15	26	17	18	15	22
Quantitive skills	14	27	24	20	18	23
Oral communication	26	29	23	26	27	25
Writing	40	50	43	44	42	46
"Value-added" measures	9	10	9	9	11	8
Placement tests, Mathematics	98	74	82	88	95	79
Placement tests, English	97	79	79	88	94	81
Placement tests, Reading	89	52	52	70	83	55
Placement tests, other skills	38	34	36	36	37	36
Pre- & post-tests, remedial	69	63	58	65	74	54

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 7A—Appropriate Measures of College Effectiveness
(Percentage agreeing for each measure)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Retention/graduation rates	89	87	87	88	87	89
Degrees/certificates awarded	78	71	79	76	79	73
Pass rates, prof. licensing exams	82	75	84	80	87	72
Students served	76	69	67	72	77	65
Courses completed/credits earned	81	77	70	77	78	76
Test scores of graduates (professional)	58	65	80	66	67	65
Test scores, other graduates	56	52	67	58	55	61
Other measures of student learning	75	89	77	80	75	85
Percent going for further education	79	71	79	77	76	78
Achievements, recent graduates	75	86	83	80	75	86
Job placement rates of graduates	92	92	82	90	90	90
Graduates' performance on the job	89	78	74	83	86	78
Ratings by graduates	92	82	84	88	91	84
Long-term outcomes of graduates	82	95	83	86	81	91
Achievements of faculty	73	83	94	81	80	81
Institutional accomplishments in:						
Grants/contracts	63	53	83	64	67	61
Community services	81	68	85	78	87	67
Research	34	44	87	49	48	49

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 7B—Measures of College Effectiveness Now In Use
(Percentage reporting each measure)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Retention/graduation rates	78	77	78	77	78	77
Degrees/certificates awarded	75	65	78	73	80	65
Pass rates, prof. licensing exams	69	63	66	66	73	58
Students served	83	66	70	76	83	67
Courses completed/credits earned	77	75	72	75	76	75
Test scores of grads (professional)	22	25	49	30	34	26
Test scores, other graduates	15	18	31	20	22	17
Other measures of student learning	42	38	38	40	41	39
Percent, going for further education	62	60	53	60	58	62
Achievements, recent graduates	54	64	70	60	53	69
Job placement rates of graduates	80	71	66	74	77	72
Graduates' performance on the job	52	31	23	40	45	34
Ratings by graduates	54	46	54	52	59	43
Long-term outcomes of graduates	26	35	29	29	26	33
Achievements of faculty	48	66	82	60	58	63
Institutional accomplishments in:						
Grants/contracts	48	35	71	49	55	42
Community services	66	50	69	62	73	48
Research	20	23	73	33	37	28

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 8—Potential Obstacles to Student Assessment
(Percentage of Institutions)*

	2-Year Colleges		Baccalaureate Colleges		Universities		Total		Public		Independent	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor
No good evaluation instruments	14	38	23	38	25	37	19	38	18	33	21	43
Not suited to our curriculum	7	15	5	33	11	27	7	23	5	23	9	23
Faculty do not support it	3	45	26	40	27	43	15	43	11	41	19	45
Not clear, what to evaluate	21	35	36	35	45	31	30	34	27	37	34	30
No funds to develop it	33		47	33	43	36	39	32	41	29	36	
Students would be unhappy	12	30	4	49	11	55	10	41	9	44	11	36
Fears about misuse	5	52	21	37	20	49	13	47	13	41	12	53
Key administrators lack interest	6	19	9	23	17	32	9	23	8	24	10	21
No expertise	13	27	14	41	5	34	12	32	9	30	15	35

*Figures do not total 100 percent because "Not an Obstacle" responses are not shown.

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 9—Changes in Enrollment (1985–86 vs 1984–85)

(Percentage of institutions reporting a change)*

	2-Year Colleges		Baccalaureate Colleges		Universities		Total		Public		Independent	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
Headcount enrollment	35	37	42	34	27	19	35	32	35	31	36	34
Total FTE enrollment	36	40	34	34	25	23	33	35	35	34	31	35
Full-time students	30	40	34	44	29	20	31	37	31	37	31	36
Part-time students	41	31	39	15	32	21	39	24	41	29	37	19
First-time freshmen	32	38	31	34	32	32	32	36	34	32	29	40
Enrollment, master's level	0	0	40	20	41	19	35	20	34	22	36	18
Enrollment, doctoral level	0	0	0	0	29	7	18	10	31	3	7	16
Black students	22	11	22	8	24	20	22	12	25	15	20	8
Hispanic students	13	10	8	8	24	9	14	9	17	12	10	6
Asian students	17	5	10	5	39	8	20	6	20	5	20	6
Native American students	9	6	7	7	20	11	11	8	13	8	8	7
Median age of students	22	3	13	0	6	2	16	2	20	3	12	1

*Figures do not total 100 percent because "No Change" responses are not shown.

Source: *Campus Trends, 1986*, American Council on Education.

Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 10—Changes in Institutional Finances

(Percentage of institutions reporting a change)*

	2-Year Colleges		Baccalaureate Colleges		Universities		Total		Public		Independent	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
Overall budget	69	9	73	8	83	10	73	9	73	11	73	7
Budget, educational & general	67	10	70	7	82	10	71	9	69	12	74	6
Budget, institutional student aid	45	6	67	10	66	7	56	7	43	10	70	4
Budgeted income, endowment	30	2	47	5	50	6	41	4	30	4	51	4
Budgeted income, gifts	42	8	62	4	68	4	54	6	50	5	59	7
Revenues, state/local govt.	58	10	35	9	63	11	52	10	68	13	32	7
Federal student aid (excl. GSL)	35	14	31	26	36	15	34	18	33	16	36	19

*Figures do not total 100 percent because "No Change" responses are not shown.

Source: *Campus Trends, 1986*, American Council on Education.

Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 11—Patterns of Faculty Hiring
(Percentage of Institutions)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Full-time faculty were hired in:						
Tenure-track positions	65	80	95	77	83	70
Term or contract positions	73	82	90	79	80	79
Number of full-time faculty, 1985–86 versus 1984–85:						
Net gain	31	40	46	37	39	34
No net change	45	45	33	42	35	52
Net loss	24	15	21	21	26	14
Number of part-time faculty, 1985–86 versus 1984–85:						
Net gain	41	32	41	38	40	36
Not net change	37	50	43	42	35	51
Net loss	22	18	16	19	25	12

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 12—Administrator Views on Institutional Status
(Percentage rating own institution as excellent/very good)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Preparation of entering students	7	18	42	17	12	24
Job prospects for degree recipients	43	45	67	49	46	52
Ability to respond, enrollment shifts	40	32	43	38	37	40
Ability to attract good faculty	58	52	59	56	48	66
Faculty development opportunities	41	25	33	35	33	36
Faculty compensation	33	18	39	30	36	22
Overall financial condition	38	29	42	36	35	38
Adequacy of student aid	25	25	23	24	26	23
Relationships, regional accred.	82	79	83	81	82	81
Relationships, specialized accred.	73	64	75	71	74	68
Relationships, fed. agencies	62	51	58	58	57	60
Relationships, state agencies:						
On curriculum	62	56	62	60	61	59
On financial matters	56	54	52	54	55	53
In general	62	57	58	60	59	61

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

APPENDIX A: SURVEY INSTRUMENT

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

March 17, 1986

Dear Higher Education Panel Representative:

Attached is Higher Education Panel Survey No. 73 sponsored by the American Council on Education and supported in part by a grant from the Lilly Endowment. This is the third in a series of annual surveys designed to obtain general information on campus trends. The questionnaire elicits information on recent or pending changes in a variety of institutional policies and practices affecting faculty, the curriculum, and other areas.

This questionnaire asks general questions or seeks opinions about changes in academic policies. It should be completed by the academic vice president, if at all possible.

Please understand that your institution's responses will be held in strict confidence. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identified with your institution.

Please return the completed questionnaire by April 21, 1986. A preaddressed envelope is enclosed for your convenience. If you have any questions or problems, please do not hesitate to telephone us collect at 202/939-9445.

Sincerely,

Elaine El-Khawas

Elaine El-Khawas
Vice President for
Policy Analysis and Research

Attachment

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9445

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey Number 73

CAMPUS TRENDS, 1986

This questionnaire asks a series of general questions and seeks your opinions about policies and practices at your institution. All questions refer to 1985–1986.

Please circle an answer for each question. If not applicable, please write in N/A.

I. ENROLLMENT AND FINANCES

A. How did your institution's enrollment change for 1985–86 compared to 1984–85:

	Increase (2% or more)	No Change	Decrease (2% or more)
1. Overall (headcount) enrollment	3	2	1
2. Total FTE enrollment	3	2	1
3. Full-time students	3	2	1
4. Part-time students	3	2	1
5. First-time freshmen	3	2	1
6. Enrollment for master's degrees	3	2	1
7. Enrollment for doctoral degrees	3	2	1
8. Black students	3	2	1
9. Hispanic students	3	2	1
10. Asian students	3	2	1
11. Native American students	3	2	1
12. Median age of students	3	2	1

B. How did your institution's finances change for 1985–86 compared to 1984–85:

1. Institution's overall budget	3	2	1
2. Budget for educational & general expenses	3	2	1
3. Budget for institutional student aid	3	2	1
4. Budgeted income from endowment	3	2	1
5. Budgeted income from gifts & alumni giving	3	2	1
6. Revenues from state and local government	3	2	1
7. Total federal student aid (excluding GSL)	3	2	1

II. CURRICULUM

A. Is a general review of curriculum underway or has one recently been completed?

Yes, currently underway	3
Yes, completed within the last few years	2
No	1

If yes, does it include:

	Yes	No
New general education requirements	2	1
Greater emphasis on writing	2	1
Greater emphasis on other competencies (communication, reasoning, etc.)	2	1
An increase in course requirements	2	1
Greater flexibility for adult learners	2	1
Increased attention to international matters	2	1
New attention to values or ethics	2	1

B. Several national reports have recently called for change in undergraduate education. Has the reaction to these reports at your institution included any of the following:

	Yes	Planned	No
Discussion of the reports			
a. in faculty meetings	3	2	1
b. with the board of trustees	3	2	1
c. with outside consultants	3	2	1
Task force or committee to review the report(s)	3	2	1
Changes in academic programs	3	2	1
Changes in student services	3	2	1
Changes in research & assessment of students	3	2	1

III. RATINGS OF INSTITUTIONAL STATUS

Please rate your institution's current status on each of the following:

	Excellent	Very Good	Good	Fair	Poor
General level of preparation of entering students	5	4	3	2	1
Job prospects for degree recipients	5	4	3	2	1
Ability to respond to enrollment shifts	5	4	3	2	1
Ability to attract and hold good faculty	5	4	3	2	1
Adequacy of faculty development opportunities	5	4	3	2	1
Adequacy of faculty compensation	5	4	3	2	1
Overall financial condition of the institution	5	4	3	2	1
Adequacy of student financial aid, including scholarships, fellowships, and loans	5	4	3	2	1
Relationships with regional accrediting agencies	5	4	3	2	1
Relationships with specialized accrediting agencies	5	4	3	2	1
Relationships with federal agencies	5	4	3	2	1
Relationships with state agencies:					
On curriculum matters	5	4	3	2	1
On financial/budgetary matters	5	4	3	2	1
In general	5	4	3	2	1

IV. FACULTY

A. Were any full-time faculty hired in academic year 1985–1986 in:

	Yes	No
1. Tenure-track positions	2	1
2. Term or contract positions	2	1

B. Compared to a year earlier, did your institution have any *net* change in the number of:

	Net Gain	No Net Change	Net Loss
1. Full-time faculty	3	2	1
2. Part-time faculty	3	2	1

V. INTERNATIONAL EDUCATION

A. Does your institution have formal arrangements for the following overseas activities?

Circle as applicable:

	None	Latin Amer.	West Eur.	East Eur.	Africa/ Mid. East	Asia
Undergraduate study abroad	6	5	4	3	2	1
Graduate study abroad	6	5	4	3	2	1
Noncredit study abroad	6	5	4	3	2	1
Institution-to-institution linkages	6	5	4	3	2	1
Work internships for students	6	5	4	3	2	1
Overseas experience for:						
Language faculty	6	5	4	3	2	1
Other faculty	6	5	4	3	2	1
Technical assistance projects	6	5	4	3	2	1

	Don't Know	Under 10%	Under 25%	Under 50%	50% or more
B. About what percentage of your undergraduate students get experience with study abroad?	5	4	3	2	1

C. About what percentage of your enrollment is comprised of foreign students:

Undergraduate	5	4	3	2	1
Graduate	5	4	3	2	1

	Required for all students	Required for some students	Not Required
D. Do you have a foreign language requirement for:			
Undergraduate admission	3	2	1
Completion of an undergraduate degree	3	2	1
Completion of a graduate degree	3	2	1

E. Does your institution offer language instruction or area studies in:

	Language Instruction		Area Studies	
	Yes	No	Yes	No
Arabic	2	1	2	1
Chinese	2	1	2	1
Japanese	2	1	2	1
Russian	2	1	2	1
Other nonWestern areas	2	1	2	1

VI. STUDENT ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

A. New methods of assessing student learning (e.g., other than traditional end-of-course grading) are being discussed currently. Which of the following do you believe to be *appropriate* for your institution? Which are now *used* at your institution to assess students?

	Appropriate		In Use	
	Yes	No	Yes	No
1. Placement tests for entering students in:				
Mathematics	2	1	2	1
English	2	1	2	1
Reading	2	1	2	1
Other skills	2	1	2	1
2. Both pre- and post-tests for remedial courses	2	1	2	1
3. Basic college-level skills tests (e.g., minimum competency or "rising junior" tests)	2	1	2	1
4. Knowledge testing on general education subjects (e.g., in history, humanities, science)	2	1	2	1
5. Comprehensive exams in a major	2	1	2	1
6. Attainment of higher-order skills in:				
Critical thinking	2	1	2	1
Quantitative problem-solving	2	1	2	1
Oral communication	2	1	2	1
Writing	2	1	2	1
7. "Value-added" measures of student gains while in college	2	1	2	1

B. For your campus, which of the following would be obstacles to the use of student assessment:

	Major Obstacle	Minor Obstacle	Not an Obstacle
There are no good evaluation instruments.	3	2	1
Assessment is not suited to our curriculum.	3	2	1
Most faculty do not support the concept.	3	2	1
There is no clear sense of what to evaluate.	3	2	1
No funds are available to develop assessment procedures.	3	2	1
Students would be unhappy with new forms of assessment.	3	2	1
We have fears about misuse of assessment results.	3	2	1
Key administrators lack sufficient interest.	3	2	1
Nobody here has the expertise to develop assessment procedures.	3	2	1

C. Certain states and accrediting agencies have called for the use of measures that indicate a college's effectiveness in accomplishing its mission. Which of the following do you believe to be *appropriate* for your institution? Which are now *used* by your institution?

	Appropriate		In Use	
	Yes	No	Yes	No
1. Number of students served	2	1	2	1
2. Number of courses completed or credits earned	2	1	2	1
3. Retention and graduation rates	2	1	2	1
4. Number of degrees/certificates awarded	2	1	2	1
5. Pass rates on professional licensing examinations	2	1	2	1
6. Standardized test scores of:				
Graduates in professional programs	2	1	2	1
Other graduates	2	1	2	1
7. Other measures of student learning	2	1	2	1
8. Percent of students going on for further education	2	1	2	1
9. Honors and other achievements of recent graduates	2	1	2	1
10. Job placement rates of graduates (by field)	2	1	2	1
11. Quality of graduates' performance on the job	2	1	2	1
12. Ratings of the institution by graduates	2	1	2	1
13. Long-term outcomes of graduates (e.g., 5, 10, or 15 years later)	2	1	2	1
14. Achievements of faculty	2	1	2	1
15. Institutional accomplishments in:				
Obtaining grants and contracts	2	1	2	1
Community services	2	1	2	1
Research	2	1	2	1

D. Please indicate your own views on each of the following statements:

	Agree	Disagree	Uncertain
This institution's leadership (president and other key officers) favors the development of student assessment procedures.	3	2	1
Most faculty at this institution would support the development of student assessment procedures.	3	2	1
Development of student assessment at this institution will require much experimentation.	3	2	1
There has been very little systematic discussion of student assessment at this institution.	3	2	1
Use of nationally standardized tests for purposes of student assessment risks distorting the educational process.	3	2	1
Student assessment should focus on broadly defined outcomes and competencies, not on easily learned skills and knowledge.	3	2	1
Student assessment should be closely tied to efforts to improve instruction.	3	2	1
Student assessment should include substantial feedback to students.	3	2	1
Results of student assessment should be linked to analyses of institutional effectiveness.	3	2	1
Results of student assessment should be linked to institutional planning and budgeting.	3	2	1
All colleges and universities should develop and publish evidence of their institutional effectiveness.	3	2	1
As a condition of accreditation, colleges should be required to show evidence of institutional effectiveness.	3	2	1
States should require colleges to show evidence of institutional effectiveness.	3	2	1
Most campus officials have strong fears about misuse of effectiveness measures by external agencies.	3	2	1

Thank you for your cooperation.

Please keep a copy of this survey for your records.

Please return this form by **April 21, 1986,** to:

Higher Education Panel
American Council on Education
One Dupont Circle, N.W.
Washington D.C. 20036

Name of Respondent _____

Title _____

Department _____

Telephone ( ) _____

If you have any questions concerning this survey, please call the HEP staff collect at (202) 939-9445.

APPENDIX B: TECHNICAL NOTES

The Higher Education Panel forms the basis of an ongoing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct specialized surveys on topics of current policy interest to the higher education community.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. The sample was drawn from the more than 3,200 colleges and universities listed in the *Education Directory, Colleges and Universities* issued by the U.S. Department of Education. The Panel's stratification design is based primarily upon institution type, control, and size. For any given survey, either the entire Panel, a half-sample or an appropriate subgroup is used.

The survey operates through a network of campus representatives who, through their presidents, have agreed to particpate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus official for response.

The sample for this study consisted of 456 institutions in one of the half-samples but excluded specialized religious institutions (such as rabbinical seminaries) and those institutions that offer no undergraduate instruction. The questionnaire (see Appendix A) was mailed on March 17, 1986, with the request that it be completed by the academic vice-president. After mail and telephone followups, 365 responses were received or 80 percent of those surveyed. Actual respondents included: provosts, deans, or academic vice presidents, 48 percent; associate deans or provosts, 10 percent; presidents, 13 percent; and other, 29 percent.

Data from responding institutions were statistically adjusted to represent 2,618 colleges and universities. The stratification design is shown in Table B-1.

The weighting technique, used with all Panel surveys, adjusts the data for item and institutional nonresponse within each cell. Institutional weights are applied to bring the Panel data up to estimates that are representative of the national population.

Tabel B-2 compares survey respondents and nonrespondents on several variables. Response rates were generally even across institutions. Higher-than-average response rates were recorded for public universities and for private baccalaureate institutions. Response rates for private two-year colleges were lower than average.

TABLE B-1:—Stratification Design

Cell	Type of Institution	Enrollment	Population	Respondents
	Total		2,618	365
1	Large public doctorate-granting	a	104	47
2	Large private doctorate-granting	a	58	21
3	Large public comprehensive	a	92	35
4	Large private comprehensive	a	26	9
7	Large public two-year	a	43	15
8	Public comprehensive	5,500–8,999	56	14
9	Public comprehensive	<5,500	108	20
10	Private comprehensive	<9,000	126	19
11	Public baccalaureate	<9,000	127	17
12	Private baccalaureate	1,350–8,999	166	22
13	Private baccalaureate	<1,350	446	32
17	Public 2-year academic/comprehensive	6,000–8,999	55	14
18	Public 2-year academic/comprehensive	4,000–5,999	72	15
19	Public 2-year academic/comprehensive	2,000–3,999	155	21
20	Public 2-year academic/comprehensive	<2,000	332	19
21	Private 2-year academic/comprehensive	<9,000	129	10
22	Public two-year occupational	2,500–8,999	63	11
23	Public two-year occupational	<2,500	221	18
24	Private two-year occupational	<9,000	239	6

[a]Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749: (c) FY 1979 educational and general expenditures of $35 million or more.

TABLE B-2:—Comparison of Respondents and Nonrespondents
(In percentages)

Control and Type of Institution	Respondents (N = 365)	Nonrespondents (N = 91)	Response Rate
Total	100.0	100.0	80.0
Control			
Public	67.4	62.6	81.2
Private	32.6	37.4	77.8
Type and Control			
Public University	31.8	24.2	84.1
Private University	13.5	17.6	75.4
Public Baccalaureate	4.7	5.5	77.3
Private Baccalaureate	14.8	11.0	84.4
Public Two-Year	31.0	33.0	79.0
Private Two-Year	4.4	8.8	66.7

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American Council on Education

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Composition of Governing Boards, 1985. Higher Education Panel Report No. 70, January 1986.

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